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THE HIGHWAY

THE OFFICIAL JOURNAL OF THE
WORKERS' EDUCATIONAL ASSOCIATION



CONTENTS



Vol. XIV. No. 9.

SEPTEMBER, 1922.

THE Nineteenth Annual Report

AND

STATEMENT OF ACCOUNTS

OF THE

Workers' Educational Association

FOR THE YEAR ENDING MAY 31st, 1922.

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ANNUAL REPORT

For the Year ended 31st May, 1922.

IT is encouraging that we are able to record a year of further growth and development when all the very serious difficulties of the times are borne in mind. All idealistic causes are at present confronted with peculiar anxieties; in many there is for the moment a set-back. We have to report not a set-back, but only some retardation of advance. Indeed, there is welcome evidence of a growing appreciation that education is indispensable to all forms of social progress. But no encouragement from recent experience must be allowed to obscure the seriousness of the problem before us. We must find new sources of financial support if our work is not to be reduced. It is our desire that the great bulk of this support should come from working-class organisations and from our own members. If every member of the Association and of the various classes held in connection with it could be convinced of a real responsibility in this matter our difficulties would be nearly over. We think it no more than reasonable to ask that all those who receive benefit from the existence and activity of the Association should bear their share in both maintaining and extending it. EVERY MEMBER OF A CLASS SHOULD NOT ONLY BECOME AN INDIVIDUAL SUBSCRIBER TO THE W.E.A., BUT SHOULD FEEL PLEDGED TO MISSIONARY WORK ON ITS BEHALF. The educational movement will only become fully effective when all who share in it become fired with enthusiasm for its extension. The primary function of the W.E.A. is to stir up zeal for education; to this, therefore, all its members are committed. Where zeal exists material resources will be forthcoming: it is in the days of difficulty or repression that constancy is tested. Our organisation has stood the test well so far, but the time that will test us most severely is still to come. All who care for this cause should immediately rally to its support.

The Growth of the Association.

During 1921-22 industrial depression seriously intensified the financial difficulties of our Association, unemployment and under-employment prevented many students from joining classes, and caused many others who joined classes to withdraw, while the "Geddes Report" and the Government's policy in regard to it further multiplied our difficulties. Yet, despite all these hindrances, the following statistics show a steady growth in the development of the Association:—

	1906	1914	1917	1920	1922
Branches	13	179	173	277	355
Affiliated Societies	283	2,555	2,336	2,760	2,798
Individual Members	2,612	11,430	10,750	20,703	26,000

The number of Districts has increased from 13 to 15. The North Staffs Adult Education Movement, which was inaugurated eleven years ago, and was affiliated to the West Midland District, has now become a District of the W.E.A., and the Hants Federation of the S.E. District has been formed into the Southern District.

Work in the Districts.

London.—Although the past year has been one of exceptional difficulty for the London District, there are indications that the W.E.A. in London is entering a new lease of life. At the opening of the year the most pressing problem was that of finance. As the result of a Special Campaign the District has succeeded

in increasing its income this year by over £210. One of the most encouraging signs of progress is the increase in District members, 106 new members having joined during the year, bringing the total individual membership up to 503. Ten new societies have affiliated during the year, bringing the total number of District affiliations up to 63. Twenty-two branches are now in existence in the District, the total individual branch membership now being 1,245, an increase of 195 on last year. Three new branches, Kensal Rise, West Ham and Ministry of Labour (Kew) have been well launched on a vigorous life. Thirty-four tutorial classes have been held. The advanced tutorial class in economics has completed its second session and is looking forward to a resumption of work next year. In addition to the actual study in connection with the class, Sir William Beveridge, Director of the School of Economics, has made arrangements whereby selected students have been able to attend the ordinary University lectures, and have been given access to other special facilities. Fifty-one one-year classes have been organised, and their percentage attendances have shown a decided improvement on last year's conditions. Sixteen study-circles have also been held, in which continuous study has been conducted over a considerable period, while lecture courses have been organised by five branches.

Mr. G. D. H. Cole has been appointed by the London University Joint Committee as its first Staff Tutor. His wide experience in tutorial class work, coupled with his special knowledge of working class conditions and problems, gives to his appointment a special importance and significance.

Eastern District. Although the Eastern District reports the closing down of the Chelmsford Branch and two smaller Branches at Castle Hedingham and Sudbury, this is more than compensated for by four new Branches at Corby, Raunds, Spalding and Bourne. At each of these Centres successful classes have been organised. The Ipswich Branch, in addition to organising classes in English Literature, Public Speaking, etc., introduced a new feature in its work by organising 50 lectures for the unemployed. Bedford's Tutorial Class ran a Study Circle on Elementary Economics, which was led mainly by members of the Class. Kettering organised over 10 classes and study circles and conducted successful classes in adjoining villages. Peterboro' carried through a successful course for railway workers. Successful work has also been done in Stowmarket, Norwich, Halstead. The appointment of Mr. J. C. Newlove as resident Tutor for Norfolk, has proved an unqualified success. Three successful week-end schools were organised by the District in conjunction with the Club and Institute Union and the Union of Post Office Workers, the tutor in each case being Mr. Newlove. Ipswich held the first mass meeting of citizens to protest against the "cuts" at education. Other successful conferences were held at Cambridge, Kettering, St. Albans and Luton, and Educational Defence Committees have been set up to watch future developments. Lantern Lectures on "English Rural Life in the Middle Ages" were given in about twenty different villages and small towns in East Anglia. In one case it was the first lecture of the kind given in the village within the memory of those present. The success of these lectures has decided the District to enlarge the schemes so as to provide for connected courses of four or six lectures.

East Midland.—The steady growth of the East Midland District has been continued during the past year, further increases being recorded in the number of Branches and Classes. New Branches have been formed at Breston, Boston, Bagworth, Coalville, Grantham, Shepshed, Upper Broughton and a Study Group at Hathern. Classes have been carried through successfully at each of these Centres. For the first time since the inauguration of the District, the Tutorial Class students outnumbered the One-Year Class students—700 having attended 31 tutorial classes, while 637 attended 27 one-year classes. Associated with the District, there are 76 individual members, 26 affiliated societies, 25 branches and 3 student groups. The Branches have 1,104 members and 147 Affiliated Societies.

Class work was greatly stimulated by two Tutors' Conferences arranged by the Joint Committee. Extra meetings of Tutors and Students have been numerous during the winter and a considerable programme of such gatherings has been arranged for the summer.

A successful Easter Week-end School was held at Crich, when Mr. C. H. Mace, M.A., lectured on Psychology and successful conferences at Nottingham, at which Mr. Sydney Webb lectured on the "Co-operative Movement and Adult Education," and Mr. Grierson the "Trades Problems of To-day."

West Midland District.—During the year two Branches have been transferred to the North Staffs District and have ceased to exist. This, however, has been

compensated for by the inauguration of four new Branches at Bilston, Redditch, Coleshill and Tipton. Subscriptions and donations to the District have decreased as has also Branch membership and affiliations. Undoubtedly the industrial depression has been the chief contributory factor to these decreases, and with the return of more settled conditions important developments will ensue. While, however, the trying circumstances of the times have lessened the financial resources of the District, they have not lessened the calls that are being made on its services. The growth in the number of classes and students during the last four years is shown in the following figures:—

	1918/19	1919/20	1920/21	1921/22
Number of—				
Classes ...	18	48	73	84
Students ...	506	1,156	1,786	2,087

The number of Tutorial Classes increased from 17 to 20, the Preparatory and One-Year Classes from 45 to 48, Study Circles from 11 to 15 (the number of students attending the latter and not included in the above figures being 238), and the number of lectures arranged by the Branches from 115 to 176, not including a large number which were arranged for Trade Unions, Co-operative Societies, Clubs, etc.

Very successful Week-end Schools were held at Fircroft and Coleshill Park.

The work of organising classes for the Club and Institute Union has been continued and two classes which were organised were attended by 57 Club students.

North-East District.—The individual membership of the North East District has increased from 104 to 107 and the number of District affiliations from 121 to 122. The increase in District affiliations represents six new affiliations and five withdrawals, all of the latter being due to inability to continue to pay their affiliation fee.

New Branches have been formed at Chester-le-Street and Middleton-in-Teasdale which, together with the Carlisle Branch now included in the N.E. District, brings the number of Branches up to 19.

The number of classes which began the session was 106, and out of this number 101 completed the session. This represents an increase in the number of classes as compared with last year of 13 and an increase in the number of students of 210, bringing the number of students up to approximately 2,010, as against 1,800 last session, organised in 27 Tutorial classes and 74 One-Year Classes.

Very successful educational work has been accomplished in the Clubs in conjunction with the Durham County Clubs, 18 club classes having been held during the session, of which 4 were tutorial classes, while the majority of the remaining One-Year Classes did second year advanced work. Efforts to establish a similar scheme of educational work with the Northumberland Branch of the Club and Institute Union has not yet borne fruit, but immediately industrial conditions improve, important developments of educational activities in the District are anticipated.

Two successful Week-end Schools have been held during the year at Middleton-in-Teasdale and at Hatfield College. Over 50 Students attended the Middleston School, the lecturers being Prof. Hallsworth

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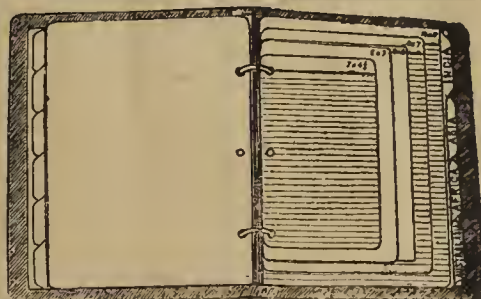
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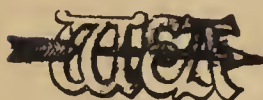
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and Mr. W. E. Millward, M.A. Over 100 students went into residence at Hatfield during Easter week-end, the number attending being an indication of the desire that exists for educational facilities of this kind. The lecturers were Dr. Jevons, Mr. Ralph Todd, M.A., Mr. Hamilton Thompson, M.A., Mr. T. B. Tilley, M.A.

Special efforts are to be made during the coming session to secure the enrolment of a much larger number of student members.

North Staffs District.—The North Staffs. Adult Education Association has now become the North Staffs. District of the W.E.A. It has a District membership of 30, 5 Branches with 120 Branch members and 5 Affiliated Societies and 24 Class Centres which are conducted in direct contact with the District.

Seven Tutorial Classes were held in the District during last session, attended by 136 students. The number of Students attending classes and lectures held in connection with the Co-operative Women's Guild and Clubs (under the North Staffs Branch of the Working Men's Club and Institute Union), approximates to 1,000 and there has been a marked development in the number and interest shown in the Guild and Clubs Classes.

Although disturbed industrial conditions have hampered some centres, the work done in the Classes has been good and there are many signs of developments when settled conditions prevail.

At the request of the Central Executive, the Oxford Joint Committee has co-opted a representative of the District.

North Western District.—Industrial depression has not seriously affected developments in the North Western District. Although a large percentage of its members have been troubled by unemployment, this has not resulted in any diminution in the number of Students or in absences from Classes. Indeed, the increase in the number of Students is the greatest the District has yet experienced, and the Classes have been uniformly successful. In addition a high standard of tuition has been maintained.

During the session, 30 Tutorial Classes were held, representing a net increase of 6 on the previous session, while the number of Tutorial Class Students was 753 as compared with 550 for the last year, an increase approaching 50 per cent.

The number of One-Year Classes was 24, being a decrease of three in the number organised during the previous session, this decrease being due to three of last year's One-Year Classes becoming Tutorial Classes. The number of One-Year Class Students was 637. In addition many Study Circles also were held, and several successful Week-end Schools were organised.

New Branches have been formed at Accrington and Burnley, and it is hoped that in the near future further Branches will be opened at Wilmslow, Mossley and Moltram. Very successful work has been done in connection with the W.E.T.U.C. and the District regards the "Scheme" as "full of great possibilities."

Although no considerable additions have been made to either the District Membership or Affiliations, the new Branch Membership and Affiliations show a decided increase.

Southern District.—The inaugural meeting of the Southern District was held on September 27th and the period under review is, therefore only eight months. There are nine active Branches in the District and three which are quiescent. The individual membership of the Branches totals 631 and the number of Affiliated Societies, 91. No general appeal has yet been made for Individual Members or Affiliated Societies for the District, but steps are now being taken with a view to securing both. During the session there were 16 One-Year Classes and three Tutorial Classes held in the District area. In the One-Year Classes the Students totalled 386, and in the Tutorial Classes, 30.

Mr. F. W. Cuthbertson, who rendered yeoman service to the Oxford Joint Committee and is one of the oldest tutorial class tutors, has succeeded Mr. Langdon Davies. His work as Cassell Lecturer has been so well appreciated that there is keen competition amongst the Branches for his services. Mr. E. T. Humby, who is also one of the oldest of our one-year class tutors, is still actively engaged in class work.

Three Week-end Schools were held, the lecturer on each occasion being Mr. Cuthbertson. The attendances average about 60 and the schools were an undoubted success. A number of lectures were arranged for various organizations.

South Eastern District.—The formation of the Southern District from part of the South Eastern District since last session makes comparative figures valueless. There is associated with the District, 80 Individual Members, 14 Affiliated Societies and 48 Branches. Branch Affiliations are approximately 175, and Branch Members, 3,103. New Branches have been formed at Ascot, Hastings, Penshurst, Sevenoaks, Worthing and Wrotham Eight Tutorial Classes and 51 One-Year Classes were organised. 160 Students attended the former and 1,205 the latter.

The successful results accruing from the formation of Federations within the District has fully justified the experiment. South Hants Federation has now become a District while the Kent Federation has been able to secure a much larger measure of financial support from the Kent Education Committee than would have been possible if no federation had existed. In Buckinghamshire, the Federation works on different lines from that of Kent, but in close co-operation with the County Education Authority. Berkshire and Oxfordshire contemplate the formation of similar Federations.

South Western District.—The following comparative statistics indicate the progress and development of the work :—

	Before District formation.			
	1919.	1920.	1921.	1922.
Individual Members of District	—	15	40	60
Societies affiliated to District	—	4	6	5
Individual Members of Branches	303	374	569	614
Societies affiliated to Branches	34	65	78	7
Branches and Groups	4	15	22	
Grant Earning Classes	—	15	27	

	Before District formation.	1st Half-year.		
	1919.	1920.	1921.	1922.
Study Circles ...	5	4	6	7
Students in Grant Earn- ing Classes ...	—	440	808	1,029
Students in Study Circles	—	80	136	144
Total number of Students	—	520	944	1,173
Amount raised by				
W.E.A. Centres ...	£1	£15	£62	£74
Total amount raised in District ...	—	£37	£144	£297

The total amount raised in the District has increased and exceeds by £80 the estimate of the income which was prepared at the beginning of the year. The W.E.A. Centres have again responded well to the financial appeal and they are showing a more intimate interest in the welfare of the movement nationally. Three more Groups have been established and four of the existing Groups have been transformed into Branches making a total of 13 Groups and 12 Branches. As at present it is impossible to set up a representative District Council, there have been substituted three Federations which will function as far as possible as District Councils. From these Federations will be formed a District Executive Committee which will assume full financial responsibility for the district organization.

Financial aid is now being received from every Part II. Education Authority in the area and our relations with them are excellent.

A good deal has been done in defence of Education, and at Plymouth and Exeter Education Defence Councils were set up on the initiative of the W.E.A. A remarkably successful and crowded protest meeting was held at Plymouth.

A beginning has been made with the W.E.T.U.C. Scheme and 42 U.P.W. Students have been attending the Classes of whom 35 have qualified for the remission of fees. Steps are now being taken to establish a Divisional Joint Committee.

Lack of Tutors and finance are the main obstacles to further advances in this district.

Western District.—The report for the past year is, on the whole, very satisfactory. There is an increase in classes and branches. Four new Branches have been started, Bradford-on-Avon, Bridport, Cirencester and Holcombe. Illness and unemployment have in some districts affected Classes and Branches. Seven Tutorial Classes have been successfully carried on, three at Bristol, two at Bath, the others being at Radstock and Weymouth. Twenty-one Branches were responsible for One-Year Classes to the number of thirty-three, with over 1,200 Students. Several Short Courses of from six to ten meetings were also arranged. The experiment of a Summer School in connection with the University of Bristol was a distinct success and arrangements have been made to continue the School. Membership of Branches shows a slight falling off, due in some cases to increases of subscription, and in others to lack of interest. A scheme for centralising One-Year Classes, by which the District takes liability for tutors' salaries and expenses, and the grants from various sources, has worked successfully. The membership of the

District shows a falling off. This is mainly due to a withdrawal of the subscribers who promised to subscribe £5 a year for three years. Receipts from Branches show a substantial increase, due mainly to the increase of affiliation fees from one penny to threepence in the shilling and also to special donations from Branches. Summer rambles and excursions are increasingly popular and in some Branches attract large numbers, particularly at Swindon and Bristol. A large and successful meeting to protest against economy in Education was held at Bristol.

West Lancashire and Cheshire District.—The policy of the District during the past session has been one of consolidation, rather than expansion and development of new centres of activity. A new Branch, however, has been formed at Runcorn and, as against this, the Barrow Branch has lapsed for the time being, though it is expected that the work will revive in another form.

The following tables show the growth of the District since its formation:—

	1918/19	1919/20	1920/21	1921/22
Branches ...	12	12	21	21
Societies ...	4	6	8	9
Individual Members	14	31	81	74
Tutorial Classes	18	21	33	38
One-Year Classes and				
Study Groups...	—	5	15	22

All the Branches, with the exception of two, have been able, in spite of the bad trade and consequent unemployment, to undertake excellent educational work, and most of the Classes have been successful. In addition, many of the Branches have organised Meetings, Lectures, Rambles, and Socials, and other gatherings for the purpose of developing the movement in their respective areas and creating a spirit of fellowship amongst the students. The University Reception to Tutorial Class Students was a great success. In co-operation with the University and the Liverpool Co-operative Education Committee, the District organised successful meetings which were addressed by Viscount Haldane and Dr. Temple.

The District has been greatly assisted by visits from the President, and Vice-President, Mr. R. H. Tawney, and also by the generous help of Dr. G. S. Veitch.

Yorkshire.—The progress of the Association in Yorkshire which over a period of years has appeared to be automatic, has received something of a check. It is a matter for congratulation, however, despite the depression of industry, but more especially the action taken by the Government consequent on the "Geddes Report," which makes it very uncertain how far the assistance previously given by the Board of Education, Local Education Authorities, and Universities will be continued, that the check has not been more serious. During the session there has been active 47 Branches (a reduction of one on last year), 23 Student Groups (an increase of two) making a total of 85 Centres, as against 82 in the previous year. A substantial proportion of Societies and individuals have not paid their subscriptions during the year. This in the main is due to economic conditions and has been compensated for by the enrolment of 130 new subscribers to the District funds.

The total number of Tutorial Classes and One-Year Classes (counting Shift Classes as two), which met regularly during the session was 176. Of these 56 were Tutorial Classes (or counting Shift Classes as two, 71). A new Branch has been formed at Richmond and Lecture Courses inaugurated at Goathland, Kirby-moorside, and Pickering. Successful Holiday and Week-end Schools were held at Ingleton, Frogatt Edge, Scarboro' and Castle Howard. With a view to meeting the developments of the District, steps are being taken to re-organise the District by forming three Sectional Councils to operate in place of the present District Council.

Scotland.—The W.E.A. in Scotland continues to expand despite the difficulties of the times. New ground is being broken steadily and how, with existing facilities, to meet the growing demand for classes is a serious problem. The following tables indicate the striking progress of the movement :—

	1918/19	1919/20	1920/21	1921/22
Branches ...	5	6	6	13
Affiliated Societies	71	108	96	124
Individual Members ...	439	1,034	970	1,711
Classes ...	6	21	46	64
Students ...	279	1,112	2,447	3,252

New Branches are being formed in Paisley, Penicuik, and Selkirk. The first Scottish Summer School to which we refer elsewhere was held at Bonskeid, Pitlochry. The school was a great success and the total costs were met although no financial assistance was received from the Scottish Education Department.

The financial statement shows a small balance and for the first time since the inauguration of the W.E.A. Scottish Council, no direct financial assistance has been received from the funds of the Centre. It is still true, however, that, but for Scotland's share in grants to the Association as a whole, paid through the Central office, the accounts would show a deficit.

Wales.—The financial problem has again been engaging the attention of the Welsh District Council, and, although it has not yet been solved, there are indications that the future will bring some alleviation of the more critical aspects of the situation. Among these has been a very encouraging response from an appeal to W.E.A. students. Although many of them were unemployed, and the appeal was made while the classes were not in session, the results indicate that the students are taking an increasing interest in the needs and development of the movement. Additional assistance has been obtained by Centres raising funds through the agency of lectures, concerts, whist drives, etc., and from the contributions from the staffs of a number of educational institutions. The net result of these special efforts is apparent from the fact that whilst in 1919-20 the total income from subscriptions was £96 4s. 0d., and in 1920-21 £171 7s. 0d., in 1921-22 it increased to £338 10s. 5d. There are now 12 branches in the District, 262 individual members (an increase of 168 on the previous year) and 18 affiliated societies (a decrease of 5). The steady growth in the number of Tutorial and other classes is shown in the following figures :—

	1917-18	1918-19	1919-20	1920-21	1921-22
Tutorial Classes	8	14	44	54	57
Pioneer Classes	3	11	11	28	40
(1 year course)	11	25	55	82	97

The number of students in attendance was approximately 2,200.

A large and representative Protest Demonstration was held at Cardiff. Mr. D. Lleufer Thomas, M.A., presided, the speakers being Miss Maude Royden, Mr. Thos. Kennedy, M.P., Dr. E. P. Hughes and the Rev. Herbert Morgan, M.A.

Bangor Summer School.—The School was held for a period of seven weeks, July 2nd to August 30th, 1921. The Students lived together at the University College Hostel, Plas Menai, and adequate accommodation for the Seminar Groups, Lectures, Private Study and Library was provided in the University College.

The prevailing industrial depression adversely affected the number of applications from students. It is, however, gratifying to report that there were in attendance during the period of the School, 39 women and 75 men—a total of 114 students.

The Programme of Studies included provision for Seminar Groups in Industrial History, Economics, English Literature, Psychology, Political Science and Philosophy. In conjunction with the Workers' Educational Trade Union Committee, provision was made for two weeks Special Courses of Lectures. During the week, July 2nd to 9th, Professor F. R. Batt (University of Liverpool), gave a course of five lectures on "The Law Relating to Trade Unions," and during the second week, July 9th to 15th, a course of five lectures on "An Outline of Modern Trade Union Problems," was given by A. N. Shimmin, M.A. (University of Leeds). Aided by scholarships granted by the Iron and Steel Trades Confederation, 38 student members of the W.E.T.U.C. attended the Special Courses. Scholarships were also granted by the W.E.T.U.C. to other members of the Confederation attending the Seminar Courses. On two evenings each week, Lectures on subjects of general interest were given in the University College.

Social and recreational activities were a feature of the School and were much appreciated by the students.

Bonskeid Summer School.—The first Scottish W.E.A. Summer School gathered at Bonskeid, Pitlochry, for the week, June 24th to July 1st. 44 students were in residence, with five week-end visitors. The set subject was "Social and Industrial Ideals," six lectures being given by L. J. Russell, M.A., B.Sc., D.Phil. Study groups were formed in Economic History and Political Science, led by W. H. Marwick, M.A., and in poetry by J. S. M. Thomson, B.A. Evening lectures were given by Mr. J. F. Rees, M.A., on "Inequality of Incomes"; F. Barbour, D.Phil., on "Culture"; and W. H. Marwick, M.A., on "Adult Education." The School was a thorough success, and roused great enthusiasm among the students.

Bristol Summer School.—The first Summer School held under the auspices of Bristol University Tutorial Classes Joint Committee fully justified the experiment. The School was arranged for a fortnight and fifteen

students were enrolled for that period. The main subjects of study were Human Geography, Psychology, English Literature, and Social Economics.

The students were housed at Canynge Hall, one of the University Hostels. A fine suite of rooms were placed at the disposal of the School, with every facility for the usual social amenities.

Six special evening lectures were arranged at the University with demonstrations and experiments by members of the staff. The inaugural lecture was given by Professor C. Lloyd-Morgan, D.Sc., F.R.S.

Cambridge Summer School.—The sixth Summer School was held from July 30th to August 12th. The number of students attending was 30. Courses of study were provided in Economics, Political Science, and in Psychology. During the first week a course was given on "Problems of Representative Government," by J. R. M. Butler, M.A., and in the second week a course on "Foreign Exchanges and International Trade" was taken by H. D. Henderson, M.A. The lectures in the Psychology section were given both weeks by C. A. Mace, M.A., on the "Scientific Study of Human Nature." Through the courtesy of Dr. Myers, use was made of the Laboratory of Experimental Psychology. A further course of three lectures was given on "The Psychology of Dreams," by Dr. Rivers.

Canterbury Summer School was held at St. Augustine's College for the period July 23rd to August 6th. Thirty-three students attended. The subject of study was 19th and 20th Century Literature, the tutor being Miss Margaret Ashdown (of Westfield College). "Candida," "Abraham Lincoln," and "Countess Kathleen," were taken in the play reading circle. Dr. Mason gave a lecture on "The Architecture of the Cathedral," the usual history visits were made in and around the city, the Kent Branch of the British Folk Song and Dance Society gave two displays on the College lawn, and there were ample opportunities for recreation in the College grounds.

London Week-End Summer School.—The usual week-end summer school was held in London on May 28th, June 4th, 11th, and 18th, at Bedford College, University College, King's College, and University of London, South Kensington.

The number of students attending the school shewed an increase as compared with the previous year. The opening lectures, given in the afternoon, were as follows: "The Foundations of the State," "The Psychology of Work and Thought," "Poetry and Life," "Economic Functions of the League of Nations." The evening programme consisted of five concurrent Tutorial Classes on "Economics," "History and Political Science," "Psychology," "Literature and Art," "History of Science."

Oxford Summer School.—The twelfth Annual Summer School was held from July 2nd to August 13th, and was attended by 108 students (72 men and 36 women). The prevalence of unemployment prevented over 40 students who intended to join the school from doing so. The main programme of study dealt with three periods of English History, in addition to which arrangements were made for the study of the following subjects not included in the main programme; viz., Anthropology, Psychology, European History, Trade

Union Law, and Local Government. In preparation for the schools, 107 essays were written and 183 during its progress. A total of 290. From start to finish the School went well, the students throwing themselves with zest into its educational and social activities.

Repton Summer School.—In view of the success which attended the first W.E.A. Summer School organised in the Midlands for two weeks last year, it was decided to run the school for three weeks this year, an experiment that was fully justified. Seventy-two students attended the School, forty for one week, twenty-one for two weeks, and eleven for three weeks. Professor Muirhead and Mr. J. W. Harvey, M.A., acted as Director of Studies. The subjects of study included Industrial History, Economics, European History, Russian History, Constitutional History, English Social History, English Literature, Modern Drama and Social Philosophy.

Full advantage was taken of the excellent facilities provided for tennis, cricket, swimming, and country dancing and a special feature of the School was the delightful series of afternoon picnics.

Several distinguished visitors were attracted to the School and each contributed towards its success, viz., Mr. Dhan G. Mukerji of Boston, by his wonderful lectures, Gunner Hirdman of Sweden by his racy speeches and charming songs, Professor Jacques Chapelon of L'Ecole Polytechnique, Paris, and the University of Lille, by his genial presence.

Saltburn Summer School.—The Summer School Committee again reports that this School was very successful, although the difficulties, owing to disturbing industrial conditions, were many. The lack of employment prevented students from applying who would have otherwise done so. In addition, many who were unemployed, but who through scholarship arrangements were able to enrol as students were eventually prevented from attending as the result of offers of employment which they could not afford to miss.

The number of students in attendance was 137 (men, 96; women, 41).

The Biology course, taken by Mr. Norman Walker, was an unqualified success, the University of Leeds having generously lent a considerable amount of equipment without which the course could scarcely have been held.

A course in the Appreciation of Music was held for the first time. The course for assisting advanced students to prepare themselves to take one year classes and study circles attracted more students this year than last, and all the evidence points to a very large measure of success in the object for which the course was initiated.

The industrial situation affected acutely those students who had hoped to have taken the course in Trade Union Problems and Policy, nearly two-thirds of the applicants being compelled to withdraw.

The tutors' reports indicate a high level of work, both in Seminar and in paper work, which was done by all students, except those taking the Biology course (drawing and experimental work replacing essays in their case).

The social activities of the School, including bathing, tennis, cricket, concerts and dances were much appreciated.

W.E.A. ANNUAL CONVENTION, 1922

PRELIMINARY ANNOUNCEMENT.

The 1922 Annual Demonstration and Convention of the W.E.A.

WILL BE HELD IN

MANCHESTER on OCTOBER 27th & 28th, 1922.

Annual Demonstration—FRIDAY EVENING, OCTOBER 27th

in the ALBERT HALL, Peter Street, MANCHESTER.

Chairman:—THE PRESIDENT.

Welcome by the LORD MAYOR OF MANCHESTER (Mr. E. D. SIMON).

Speakers:—Miss VIOLET MARKHAM, J. RAMSAY MACDONALD, A. G. WALKDEN.

All applications for tickets should be made to—MR. ELI BIBBY, 377, Oxford Road, Manchester.

Annual Convention—SATURDAY, OCTOBER 28th

in the WHITWORTH HALL, The University, Oxford Road.

PRESIDENTIAL ADDRESS BY THE RT. REV. LORD BISHOP OF MANCHESTER.

WELCOME BY SIR HENRY MIERS.—FRATERNAL DELEGATES SPEECHES.

FIRST SESSION.

SUBJECT—

SPEAKERS—
ARTHUR PUGH.
J. M. MACTAVISH.

"The Workers' Educational Trade Union Committee."

SECOND SESSION.

- (1) "The Place of 'Science' in Adult Education."
- (2) "The Place of 'Literature' in Adult Education."

Speakers to be announced
later.

All applications for Credentials to attend the Convention should be made to The General Secretary, W.E.A., 16, Harpur Street, London, W.C.1

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The Workers' Educational Association, founded in 1903, is to-day, the largest Voluntary Educational Organisation in the World.

This copy of the HIGHWAY, containing its **Nineteenth Annual Report**, is a record of continuous growth and great achievement.

To keep the organisation of the Central Office and its 15 Districts intact during the year ending 31st May, 1923, the W.E.A. needs at least £16,000.

It must raise this money from voluntary sources.

Will You Help?

Subscriptions and Donations are cordially invited. Money can be sent direct to the District you desire to help—see Directory—or to the undersigned, in which case, should you desire so to do, you may earmark the whole or a portion to any particular district, National Funds—Scholarships, Rural Work, &c., or Central Office Expenses.

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The affiliation of the Union of Post Office Workers at the beginning of the Educational session marked an important step in the development of the W.E.T.U.C. For financial and other reasons the U.P.W. restricted its educational scheme to the remission of class fees during the first year of its membership. It has now decided, however, to expand its scheme, and to participate in the organisation and work of W.E.T.U.C. Divisional Committees by appointing 3 representatives on each of the existing Divisional Committees, and is taking steps to set up similar Committees in each District of the Association where a Divisional Committee has not hitherto existed. This means that during the session 1922-23 a Divisional Committee of the W.E.T.U.C. will be operating in each W.E.A. District. The additional facilities which it has decided to provide for its members during session 1922-23 are (a) 40 Summer School Scholarships of the value of £2 10s. each, (b) the organisation of 3 Week-end Schools, the total costs of which will be defrayed by the Union.

The Railway Clerks' Association and the Association of Engineering and Shipbuilding Draughtsmen have decided to join the W.E.T.U.C. Neither of these Unions have, as yet, adopted schemes, but it is hoped that they may be able to do so in time to permit of their members participating in the work of the W.E.T.U.C. during the session 1922-23.

Few Trade Unions have had such a large percentage of their members unemployed as the Iron and Steel Trades Confederation. This has very considerably reduced both the number of its members who joined classes, and the number who qualified for remission of fees. A further difficulty is the extent to which the shift system obtains in the iron and steel trade. Although there are no means of discovering what percentage of those who joined classes failed to qualify for remission of fees, the probabilities are that 50 per cent. is a reasonable estimate. The shift system is also a serious difficulty in the way of post office workers desirous of joining classes. Despite these and other difficulties, however, the total number of W.E.T.U.C. students who qualified for the remission of fees was considerably in excess of last year.

Sixteen Week-end Schools were held during the session at Briton Ferry, Port Talbot, Swansea, Newport, Birmingham, Burnley, Chester, Gailes, Ilkley, and Norwich.

The 18 Summer School Scholarships, and the Special Fortnight Summer Schools organised at Bangor and Saltburn which the I. & S.T.C. provides for its members each year were taken full advantage of, and were highly appreciated by the students.

Hitherto the work of organising W.E.T.U.C. facilities has fallen on the Divisional Committees, but steps are now being taken to organise Local Committees.

The report of the Trade Union Education Enquiry Committee, which was referred to in our last Annual Report, was unanimously endorsed by the Trades Union Congress at its Annual Meeting in September, 1921, and the following Resolution was carried :—

“ That this Congress is of opinion that the time has arrived when the Trade Union Movement should consider the best means of providing for the educational needs of its members. It declares that the recommendations of the Trade Union Education Enquiry Committee offer the basis of a scheme whereby the varied educational needs and demands of Trade Unionists may be met. It, therefore, instructs the General Council to co-operate with the Trade Union Education Enquiry Committee as to the best means of giving effect to the aims and objects of the enquiry, including the taking over and running of existing Trade Union Colleges, including Central Labour College and Ruskin College.

For the purpose of giving effect to this Resolution the General Council of the Congress has set up a Joint Committee with the Trade Union Education Enquiry Committee. The members of this Committee are :—

Trades Union Congress General Council Representatives—

Arthur Pugh, Iron and Steel Trade Confederation (Chairman); J. W. Bowen, Union of Post Office Workers; A. Findlay, United Patternmakers' Association; George Hicks, Amalgamated Union Building Trade Workers.

Trade Union Education Enquiry Committee Representatives—

T. W. Burden, The Railway Clerks' Association; A. Creech Jones; Eleanor Calthrop, National Union General Workers (Women's Section); G. D. H. Cole.

Secretaries : The Rt. Hon. C. W. Bowerman M.P., Secretary, General Council, T.U.C.; J. M. Mactavish, Secretary, Trade Union Education Enquiry Committee.

This Committee has drafted a further report, which has been endorsed by the General Council and will be submitted to the Congress at its next meeting.

New Zealand.—The year 1921, although remarkable for its financial and industrial depression, has been one of steady progress and expansion in the W.E.A. movement throughout the Dominions. The movement has been criticised and misjudged in many quarters, but has come through the ordeal unscathed. During the year the University Senate set up a committee to enquire into and report on the work done by the W.E.A. throughout the country. Almost every class was visited and the tutors and officers of the Association interviewed. The Report of the Committee has more than justified the work of the Association. A similar Committee was set up in Tasmania by the Government, and its report in turn bears out in detail the value of the work that is being accomplished.

The number of Tutorial Classes and Study Circles in New Zealand has increased during the year from 56 to 70 and the number of Students from 1,496 to over 2,000.

The Government Estimates for 1922 propose increasing the grant to the W.E.A. from £500 to £1,000.

The Summer School held at the Canterbury Centre was attended by students drawn from all parts of the Dominions.

The prospects for the coming year are bright and the hope is expressed that New Zealand may yet be the first country in the world to achieve a truly "peasant culture."

New South Wales.—If judged by statistical records, progress in New South Wales, although satisfactory, has not been as rapid as it has been in some previous years. The number of Tutorial Classes has increased from 51 to 56. In addition, Study Circles have been organised in Chairmanship, Esperanto, Eugenics, Literature, Biology, etc.

The hopes with regard to securing a Government Grant in Western Australia have been disappointed. On the grounds of economy, the Government has cut down the proposed Tutorial Class Grant.

A Conference on "Training for the Control of Industry" attracted a good deal of attention in Labour circles. The Conference was held on the assumption that whether it was right or wrong the organised Labour Movement was going to exercise a very much larger measure of control in industry than it had been able to do in the past, and the problem before the conference was how to train the men and women in the Labour Movement to enable them to assume that responsibility with wisdom.

The interesting experiment of providing lectures for prisoners at Long Bay Gaol has been extended to two other Gaols with very satisfactory results. The Annual Conference of the Association passed a resolution requesting the Minister for Justice to remove the embargo which prevented prisoners from asking questions at lectures, or, as an alternative, the organising of small classes for continuous study. Neither of these requests have yet been conceded.

South Australia.—Lack of adequate funds has been a serious impediment to the extension of W.E.A. activities in South Australia, the Minister of Education being unable to grant the request made for an increased grant to Tutorial Classes.

Mr. V. E. Cromer, General Secretary, who has done valuable pioneering and organising work during the first four years of the Association's activities, has resigned, and has been succeeded by Mr. G. McRitchie,

Three old tutorial classes resumed their work at the beginning of the year and two new classes were formed. A number of short courses of lectures and study circles were organised in country centres.

Despite many difficulties, the W.E.A. in Canada continues to make headway. The total number of students enrolled in classes during last session was 208, distributed as follows :

History	...	52
Economics	...	40
English Literature	...	116

The University of Toronto has made a grant of \$660.00 and proposes to renew it next year. Not more than 25 per cent. of the students were manual workers. This is not because of any antagonism, but because it is thought that the courses are of too advanced a character, and steps are being taken to remove this impression.

CLASS WORK.

The following statistics show that there is no abatement in the demand for tutorial classes :—

	1907-8	1908-9	1913-14	1918-19	1919-20	1920-21	1921-22
Classes ...	2	8	145	156	229	293	338
Students	60	237	3,158	3,495	5,320	6,820	

Economics (which still continues to be the dominating interest), Literature, Industrial History and Psychology were taken by 206 classes. The following list of subjects and the number of classes in each shows how wide is the variety of interests and indicates the measure of interest taken in each subject.

Subject.	No. of Classes.
Economics ...	82
Literature ...	55
Industrial History ...	37
Psychology ...	32
History ...	19
Philosophy ...	18
Political Science ...	17
Music, Appreciation of ...	15
Economic History ...	12
Biology ...	10
Welsh Literature and History	8
Social Theory ...	5
Sociology ...	5
Local and Central Govern- ment ...	5
Geography ...	3
Anthropology ...	3
Ethics and Religious Ideals	2
Internationalism ...	2
Finance ...	2
Logic and Rhetoric ...	2
French ...	2
Natural Science ...	1
Domestic Hygiene ...	1

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The occupations of some of the students are given in the following table :—

Teachers.	801
Miners and quarrymen.	670
Clerks, telegraphists, etc.	952
Engineers, mechanics and metal workers.	815
Housewives, domestics, etc.	488
Textile, clothing, boot, and shoe and other factory workers.	306
Railway workers.	222
Civil servants, municipal employees, postmen, tramwaymen, etc.	129
Building trades, carpenters, joiners, etc.	216
Shop assistants.	183
Foremen and managers.	85
Insurance agents, etc.	72
Printers and bookbinders.	86
Pottery Workers	25

In addition to the classes enumerated above, 118 tutorial classes were held during the session under the auspices of the W.E.A. overseas.

One Year Classes. Satisfactory as the increase in the number of tutorial classes undoubtedly is, the increase in the number of one year classes is even more striking. The following statistics show the growth of these classes:—

	1918-19	1919-20	1920-21	1921-22
Classes	145	328	463	635
Students	2,170	7,118	12,474	16,359

The number of one year classes organised in each District is given in the following table.

	No. of Classes.	No. of Students.
Eastern	28	701
London	51	1,201
E. Midland	27	637
W. Midland	48	1,427
N. Eastern	74	1,569
N. Western	24	637
N. Staffs	23	546
Southern	16	386
S. Eastern	51	1,205
S. Western	29	971
W. Lancs & Cheshire	22	344
Western	33	1,235
Yorkshire	105	1,288
Wales	40	960
Scotland	64	3,252
	635	16,359

The W.E.A. and the Central Education Committee of the Co-operative Union. The relation of the Central Education Committee of the Co-operative Union to our Association has recently been under consideration. It is directly represented on each Tutorial Class Joint Committee, nominating its representatives through the W.E.A. With a view to establishing closer relations, the Central Executive invited the Central Education Committee of the Co-operative Union to appoint a representative to attend its meetings. This invitation was cordially received, and Mr. Fred Hall has been elected to serve.

Working Men's Club and Institute Union. Before the War, the educational work of the Working Men's Club and Institute Union was confined in the main to the provision of (a) Scholarships to Ruskin College, (b) Secondary School Scholarships. The educational statistics of the Union's Branches and Clubs for 1921 show that post-war conditions are not only increasing old activities but developing new ones. During the year 1921-22, there were organised in the various clubs of the Union, 87 classes, 259 single lectures and courses of lectures, 118 band or instrumental parties, 146 glee parties, and 38 study circles or debating societies.

In its Annual Report, it conveys sincere thanks to the W.E.A. for the educational services it is rendering the Club Movement which, we feel, calls for an equally generous expression of thanks for the financial assistance which the Union gives to the Association each year.

Since the appointment of Mr. A. Temple as Education Secretary of the Union, its educational work has rapidly developed.

The Union has been represented on the Council and Executive of the W.E.A. almost since its inception, its

present representative being Mr. R. Richardson, M.P., who is also the Vice-President of the Union.

Fircroft College. The encouraging results consistently obtained by "Fircroft" has led its Committee, with which the W.E.A. is actively associated, to seek during the year to put the College on a more permanent basis by establishing an Educational Trust. The College buildings have been extended, the staff increased and excellent facilities are now available for a larger number of students. Each year the Committee of the College offers at least three Bursaries to students attending W.E.A. Tutorial Classes. These Bursaries include the cost of board, residence and tuition, and are tenable for one year. The Warden reports that the W.E.A. students in residence last session did very good work. The Association is indebted to Fircroft for its generous co-operation.

Eastern District Scheme.—During the session it has been possible to extend the **The Cassel Trust Fund.** scheme by the formation of classes at Corby and Thorpe Malsor. These villages are within easy reach of Kettering. The subject taken at both places was Industrial History. The Thorpe Malsor class came about as the result of the interest aroused by the lantern lectures, to which we refer elsewhere, and the members of the class were chiefly the wives of agricultural labourers. In addition to these, Miss Green took a class in English Literature and one for a group of young co-operators, as well as giving a great deal of individual tuition, not only to her own students, but to students of the two Kettering tutorial classes. She has also rendered valuable educational services to a group of young girls belonging to the W.E.A. and has assisted the work of the movement in the Kettering area in a number of other ways.

Southern District Scheme.—Mr. F. Cuthbertson's appointment as successor to Mr. John Langdon Davies has been a great success. He has been responsible for two tutorial classes and two one-year classes, lectured at three week-end schools on "Labour and Modern Politics and Economics," "Distribution of Wealth, Theory and Practice," and "Credit and the Organization of Finance," in addition to giving a considerable number of short lecture courses. The demand for his services in the District is now considerably in excess of what he is capable of meeting.

Western District Scheme.—The continuance of this grant has enabled the District to extend its classes in rural and semi-rural areas. Owing to the peculiar nature of the District and the remoteness of many places from any educational centre, the provision of classes would have been impossible but for the assistance derived from it. It has also made possible the provision of short courses where grant-earning classes could not otherwise have been arranged, and to inaugurate classes in urban areas, which could not have been organised apart from the financial assistance the grant provides. Developments in several directions in rural and semi-rural areas are anticipated.

Holybrook House Summer School.—This School, which is organised to train students to undertake the tuition of one year classes, was even more successful than the School of 1920, the improvement being due

in the main to the more careful selection of students. Thirty-one students attended (23 men and 8 women). Twenty-four were past or present members of tutorial classes, three were members of one-year classes, and four had studied at Ruskin College.

The special subjects selected by the students were Literature, Trade Union Movement, Industrial History, Economic Theory, Local Government, Psychology, Co-operative Movement, Economic Geography, Political Theory, Modern European History.

Each student prepared syllabuses of a six lecture course, for a preparatory class meeting for 24 weeks, and also gave a trial lecture, all of which were of good quality, while some reached a very high standard indeed. Great emphasis was laid upon individual tuition and private study and considerable attention was given to training in methods of study and in the collection and handling of material. The School was fortunate in securing the services of Mr. T. J. Webley, Mr. John Owen, M.A., and Mr. M. H. Carré, B.A., as resident tutors.

East Yorkshire Extension Scheme.—The tutors' reports on the East Yorkshire Extension Scheme, towards the costs of which several bodies contribute, express satisfaction with the progress that has been made. Under the scheme 3 tutorial classes and 1 one-year class were held, in addition to 5 twelve-lecture courses and 11 six-lecture courses during the session. At several of the lecture centres the attendances and the keen discussions that followed the lectures have been so encouraging that the tutors recommend the formation of classes next session.

The University Scholarship granted to Mr. T. W. Price terminated at the close of this session, but on the recommendation of his tutors the trustees have agreed to continue it for another year with such modifications as will enable Mr. E. Bileley to begin a three-years' course at Manchester University. The Summer School Scholarship allocated to Branch Secretaries were much appreciated by the successful applicants.

The Annual Convention, which was undoubtedly a great success, was held in Birmingham, on November 18th and 19th. Over two thousand people attended the Demonstration at the Central Hall on the evening of the 18th. The chair was taken by the President of the Association and the speakers were Mr. Ben Tillet, M.P., and Lord Robert Cecil, M.P., Chancellor of the University. The number of delegates who attended the Convention at Medical Hall on the following day was considerably greater than that of any previous Convention. The speakers were Mr. John Lawson, M.P., an old Ruskin College student, and Mr. R. H. Tawney. The former spoke on "Labour and Education," and the latter on "The Future of the W.E.A." The discussion that followed was much more general than on previous occasions, and it was generally agreed that the addresses, including the inaugural address by the President, added considerably to the importance of the Convention, and gave a fresh impetus to the movement.

Education Cuts.

Probably the truest measure of how far the nation has drifted from the high hopes of 1918 is to be found in Sections 1 and 4 (4) of the Education Act of that year,

viz.: "With a view to the establishment of a national system of public education available for all persons capable of profiting thereby, it shall be the duty of the Council of every County and County Borough, so far as their powers extend, to contribute thereto by providing for the progressive development and comprehensive organisation of education in respect of their area, and with that object any such Council, from time to time, may, and shall, when required by the Board of Education, submit to the Board schemes showing the mode in which their duties and powers under the Education Acts are to be performed and exercised. In schemes under the Act adequate provision shall be made in order to secure that children and young persons shall not be debarred from receiving the benefits of any form of education by which they are capable of profiting through inability to pay fees."

In our last Annual Report we called attention to the financial policy which the Government had imposed on all its spending departments and stated that its effect would be to indefinitely postpone the enforcement of the Act. All, and more than all, that we foreshadowed in July, 1921, have since become accomplished facts. The virtual suspension of the Act was not enough.

Amongst other recommendations the Committee on National Expenditure, now known as "The Geddes Committee," recommended that the Government in the interest of economy should reduce expenditure on education by the following means:—

Elementary Education.

1. Raise the age at which children should be permitted to attend school to six years.
2. Revise the standard of staffing in our schools with a view to reducing the number of teachers employed and increasing the average size of the class.
3. Reduce teachers' salaries and put their superannuation on a contributory basis.
4. Reduce expenditure on:—
 - (a) Schools for defective children.
 - (b) Medical inspection and treatment.
 - (c) The provision of school meals.
 - (d) Administration and other expenditure.

Technical, Secondary and Higher Education.—

1. Postpone the development of Continuation Schools.
2. Rigorously curtail expenditure in the teaching of "certain subjects not connected with any future occupation."
3. (a) Limit the number of "free places" to 25 per cent.
- (b) Confine free secondary education "to children whose mental calibre justifies it and whose parents cannot afford to pay it."
- (c) "Substantially" increase secondary school fees.
4. Reduce the number and increase the fees of students attending training colleges.
5. Reduce maintenance allowances to students attending secondary schools and universities.
6. Limit the Board of Education scholarships, studentships, and exhibitions to the present holders and terminate the Board of Education State scheme of Scholarships to Universities.

Universities and Colleges.—Limit the Treasury Grant to Universities and Colleges to the sum of £1,200,000.

As a result of these and other minor economies the Committee estimated that the Treasury Grant to the Board of Education and the Education Department of Scotland could be reduced by £18,000,000 for the financial year, 1922-23. As, however, a reduction of expenditure on education from monies derived from taxation necessitates a corresponding reduction of expenditure from monies derived from rates, the total reduction aimed at by the Geddes Committee was approximately £36,000,000.

Fortunately, public opinion as expressed more especially through a series of bye-elections, prevented the Government giving full effect to these sweeping economies.

The policy of the Government in regard to these recommendations was outlined by the President of the Board of Education on March 4th, at Kingston-on-Thames.

The Government, he stated, had decided to effect a cut of something over 5½ millions on the Board of Education expenditure (which involves a corresponding reduction in expenditure from rates). This reduction of expenditure is to be effected by:—

- (a) Contributions from teachers towards their superannuation.
- (b) Making attendance at school under the age of six optional.
- (c) Making Head Teachers of schools of 250 and under responsible for a class.
- (d) Reducing the number of teachers (and therefore increasing the size of classes) "where this can be effected without loss of educational efficiency."
- (e) Suspending "building operations for development."
- (f) Economising on "the medical service, special schools and evening work."
- (g) Suspending further developments towards free Secondary education.
- (h) Increasing Secondary School fees.
- (i) Limiting the proportion of free places to fee payers in the country at large "to what obtained during the year 1921-22."
- (j) Considerably reducing the Board of Education Grant towards the cost of feeding school children "more especially that part of the expenditure which may be due to exceptional industrial disturbances."

The policy of the Government as outlined by Mr. Fisher is now not only being given effect to, but in certain directions exceeded.

Board of Education circular 1245, not only warns Local Education Authorities that they may have to "restrict expenditure on blind, deaf, defective and epileptic children to the amount of expenditure that obtained during 1921-22," but suggests that even further reduction may be necessary.

Circular 1256 states that the Government has decided that no new award of State Scholarships shall be made in the financial year 1922-23, but that the question shall be reviewed at the end of two years.

Circular 1238 stated that net expenditure on maintenance allowance for children in attendance at Public Elementary Schools, whether Central Schools or Ordinary Schools, cannot be recognised for grants, and Circular 1243 warned Authorities not to incur fresh commit-

ments on maintenance allowances for children attending places of Higher Education pending the issue of the regulations for 1922-23. Although these circulars have been withdrawn, the Board has informed Education Authorities of its intention to limit expenditure "upon Maintenance Allowances, (Elementary Education) which will be recognised by the Board for grant to expenditure in respect of children who are (a) of the age of 14 and over, (b) in regular attendance at suitable courses of advanced Elementary Education, and (c) in need of such allowances to enable them to continue in attendance at such courses."

Head Teachers of small schools are now being compelled to take classes, with the result that both the classes which they take and the ordinary duties which fall to the lot of head teachers, viz., co-ordination of school work, preparation of reports, receiving and advising parents, and overlooking the work of unqualified teachers are being in varying degrees neglected.

In a considerable number of cases, teachers are being dismissed and the size of classes are being increased.

Education authorities are being encouraged to limit the number of free places in Secondary Schools to 25 per cent., to appoint unqualified teachers for children under the age of six, and those Authorities which have established Continuation Schools are being encouraged and assisted to terminate them.

The Government has also decided that the total expenditure of Local Education Authorities for school meals which the Board will recognise for the calculation of grant shall be limited to £300,000 in 1922-23. It assumes, "of course that every endeavour will be made to secure effective co-operation with Poor Law Authorities," etc.

At the interim meeting of the Central Council held on January 28th, the following resolution was unanimously endorsed:—

"The Central Council of the Workers' Educational Association protests against any proposals which, by restricting educational expenditure from national funds, will impair the efficiency of education, and as any such restrictions must postpone the full operation of the Education Act, 1918, which was generally welcomed as a step towards the development of a democratic system of education, must inevitably degrade education below the inadequate standards prevailing before the War."

"It draws attention to the extensive 'cuts' which have already been made in the educational services by the virtual suspension of the Education Act, 1918, and to the fact that the provision of necessary new school buildings and equipment has not been made, that overdue renewals and repairs postponed during the war have not yet been fully carried out, and that education has already suffered seriously in consequence."

"It believes that so called economy in education would be disastrous in its effects upon the nation, and it therefore declares that the Association will bring every possible influence to bear to prevent any further degradation of existing educational standards and will continue to press for an educational system in accordance with modern needs."

It was further resolved—

"That copies of the Resolution be sent to the Prime Minister, the Leader of the House of Commons, the Chancellor of the Exchequer, the Leaders of all

Political Parties, the members of the Geddes Committee, the President of the Board of Education, the Secretary of the Scottish Education Department, all Education Authorities, the Association of Education Committees, County Councils' Association (Education Committee), the Association of Directors of Education, the General Council of the Trades Union Congress, the Co-operative Union, the Working Men's Club and Institute Union, Ltd., all National Trade Unions, all Workers' and Educational Organizations, W.E.A. Districts, Branches, Affiliated Societies, and the Press."

It was also decided to hold a National Protest Demonstration in London, prepare and issue literature, set up Local Education Defence Committees and organise District Protest Demonstrations.

The National Demonstration which was held on March 4th and was representative of Universities, Education Authorities, Teachers Organizations and other educational institutions, Trade Unions, Clubs' Movement and Co-operative Movement, etc., was a striking success and effectively demonstrated the extent to which almost all the best elements in our national life were in accord with the policy of our Association.

Similar Protest Demonstrations were held in all the large towns in the country, including Birmingham, Bristol, Blackburn, Cardiff, Glasgow, Ipswich, Liverpool, Leeds, Manchester, Newcastle, Nottingham, Plymouth, and many smaller towns.

Local Education Defence Committees have also been set up in a large number of towns.

These efforts we have reason to believe have contributed considerably towards creating a public opinion which has held in check the growing tendency toward a serious disintegration of our educational system, and will make it easier, we hope, to regain what has been lost when industry has become normal. It is, however, necessary that all who care for education should continue their efforts to stem the tide of reaction, for the strong lead given by the Government will undoubtedly encourage Local Education Authorities, but more especially backward Authorities, to effect economies in education which, under normal circumstances, they would not contemplate. The new moral influence which the Board of Education attained and the new standards which it established are in danger of being destroyed by the Government's policy, and only an enlightened vigorous public opinion can mitigate the evils with which false views on economy confront us.

Report of the Royal Commission on Oxford and Cambridge Universities. The report of the above Commission is a lengthy document of over 250 pages and deals with the government of the Universities, the organization of teaching and research work, the accessibility of Universities and Colleges to poor students, Women's Colleges (including the position of women at Cambridge) finance, and a number of other miscellaneous questions.

In a number of very important respects the recommendations of the Commission fall short of what our Association hoped and asked for. None the less, many of them, and we venture to think the most important, are in accord with the recommendations of our Association.

The following selections relate to matters of particular interest to our Association:—

Adult Students.—That an experimental scheme be introduced at both Universities for providing intra-mural education for a limited number of "adult students," *i.e.*, poor students of maturer years who are intellectually qualified for a University training in some special branch of study, but need special facilities to enable them to come into residence.

That the selection of such students be left primarily in the hands of the Extra-Mural Boards, subject to the approval of the Council.

That candidates who are not specially selected from among students who have attended Tutorial Classes or Extension Lectures be required to show that they have read extensively and that they have a special knowledge of the subject which they desire to pursue.

That it is desirable that "adult students" of the normal undergraduate age be admitted in the ordinary way to Colleges and share freely in College life, and that the Extra-mural Boards should arrange informally, as far as possible, that suitable accommodation is available for them in Colleges.

That "adult students" be divided by the Extra-Mural Boards into different categories. That those classed by them as younger students, and suitably qualified by intellect and training, be expected to take full normal courses of an Honours standard. That those classed as older students be considered specially, but be all required to aim at the standard of an Honours B.A. or Research degree, though often in a more limited field and on a shorter course, or at a Diploma.

That, out of the grant of £6,000 a year recommended in paragraph 151, funds be placed by the Councils in the hands of the Extra-Mural Boards in order to enable selected adults to come up to the Universities.

Extra-Mural Education.—That extra-mural instruction be definitely accepted as an established and essential part of the normal work of a University.

That a special inclusive grant of £6,000 a year be paid to both Universities to enable them to develop their extra-mural work and to assist in providing financial support for adult students.

That it be left to the Extra-Mural Board at each University to apportion the total grant between the two branches of expenditure, subject to such regulations as may be imposed by the Council.

That, for extra-mural purposes generally, at both Universities, a new Board be created which should resolve itself into two Committees of equal status to deal with Extension Lectures (Local Lectures) and Tutorial Classes respectively.

That the new Board consist of an equal number of members of Congregation or the House of Residents and of other members appointed by University authority on the nomination of the organizations which provide the basis of local work and are approved from time to time for the purpose by the University.

That the Vice-Chancellor be an ex-officio member of the Board.

That the Board meet, as a whole, at least once in each of the three normal terms.

That, for extra-mural purposes, an increased number of teachers with high qualifications, adequate pay and assured prospects be provided.

That some of these teachers be engaged for whole-time extra-mural work throughout the year, and others for partly extra-mural and partly intra-mural work.

That the whole-time extra-mural teachers have recourse to the University for a short period or periods in each academic year and be borne normally on the establishment of the Extra-Mural Board, unless special arrangements are made by colleges in particular cases.

That all the teachers be given the benefit of the proposed University pension scheme, and that such contributions as would, under the terms of that scheme, be payable by the University be provided out of grant of £6,000 a year recommended for each of the Extra-Mural Boards.

That a Centre or House be established, in as central a position as possible, at both Universities for extra-mural students.

That the existing Summer Meetings and Summer Schools be developed and expanded into a comprehensive and efficient system of Vacation Schools.

Representatives of the Oxford University Extension Delegacy and the Tutorial Classes Joint Committee have already met with a view to devising means of giving effect to the above recommendations dealing with extra-mural education at as early a date as possible.

Non-Collegiate Students.—That part of the grant recommended for the Universities be expended by them on subsidies to the Non-Collegiate bodies, so as to enable them to provide a sufficient number of highly qualified teachers and to give further support to poor students, and so as to secure such improvements as may be required in the central rooms to which Non-Collegiate students resort for work and recreation.

That the responsible authorities bear in mind the supreme importance of avoiding as far as possible, changes calculated to increase the average expenditure of Non-Collegiate students.

W.E.A. Finance. During no period in the Financial Year under review have we been without considerable anxiety as to our ability to continue to meet our growing and accumulated responsibilities. The problem of securing from voluntary resources the whole of the money necessary to keep at full strength the propaganda, organising, and administrative work of the Association has been difficult, but it is one with which every voluntary movement has had to contend. In our own case the difficulty is increased in so far as the finances of Branches, Districts, and Central Office are entirely separate, and this is not always understood by those to whom appeals are made.

Many friends of the W.E.A., both individuals and organisations, have responded generously to our appeals, and the credit for the fact that we have weathered the storm is due to those who, at a time when the severest attacks on educational expenditure were made, not only opposed those attacks, but proved their faith in Education by financing to the best of their ability an organisation which not only has opposed the "cuts" in educational expenditure, but has even called for increased expenditure.

Not only the Central Authority, but its Districts and Branches have carried on under great financial difficulties, and we record our thanks to all those who have

given of their time, energy, and money, to keep the Association strong and independent.

With the development of the Association the difficulty, not only of securing adequate funds, but also of harmonising the needs of Branches, Districts, and Centre, increases. In this connection the Central Executive in September last, following a special conference on W.E.A. Finance, liberated the Financial Secretary from certain Central Office duties in order that he might visit each of the Districts to make a thorough study of the financial needs and methods of the Association and report on same.

Certain important results from this enquiry are:—

(1) That all individual members resident in the area of a District Authority will in future be invited to subscribe to the appropriate District, and not to the Central Office.

(2) That Branches are to be asked to subscribe in respect of each Branch Individual Member, 1s. to District, and 6d. to Central Funds per annum.

NOTE.—It has been agreed by the Central Executive and Council that, provided the sixpence per annum per branch individual member is paid to Central Funds, the District shall be free to postpone the operation of the clause in whole or in part for a period of one year from the adoption of the clause.

(3) Districts between them are to be asked to pay a total of £450 towards Central Funds in the current financial year.

(4) Grants from Central Funds to Districts are to be limited to a total of £500 (unless the Financial position at the Central Office considerably improves).

(5) The possibility of forming a Limited Company to take over the Book Room and Publications side of the Association's work is to be considered.

(6) The staff at the Central Office has been reduced and expenditure on Travelling, Postage, Carriage, Printing and Stationery is to be reduced.

Restriction of any of the activities of the Association, and reduction of the Staff at any time, and more especially at the present time, is regrettable, but in the case of the W.E.A., which is dependent entirely upon voluntary subscriptions and donations, it is inevitable. **The W.E.A. is not securing less financial support than formerly, but, on the contrary, more. It is, however, not securing nearly enough.**

In the nature of things, most of our best work, and almost all of our experiments and developments, have been undertaken first in the faith that money to pay for them will be forthcoming later. In times like the present, the contracting of liabilities has to be less lightly undertaken. In the past year, with the assistance of many individuals and organisations, the Central Office was enabled to meet all its obligations for the current year, to assist several of the Districts, and to decrease its deficit.

We are exceedingly grateful to our friends in the Working Men's Club and Institute Union, the Hodgson-Pratt Memorial, the General Federation of Trade Unions, the Co-operative Union, the Teachers' Registration Council, the National Union of Teachers, the Railway Clerks' Association, the National Asylum Workers' Union, the National Association of Schoolmasters, the Assistant Mistresses in Secondary Schools for donations. The Gilchrist Trustees and United Services Fund have

repeated their former grants. The grant received from the Cassel Trustees is referred to elsewhere. No money from this fund, however, is available for what can be termed the "machinery" of the Association.

A welcome new grant of £100 has been received from the Harold Buxton Trust.

We value particularly the help given by individuals and organisations, which has enabled us to carry on the campaign against "cuts" in Educational Expenditure.

During the Financial Year 1922-23, we must expect to see recur many of the difficulties experienced during the past year, but we are convinced that more and more attention will be given to the problem of financing our Movement from voluntary sources, and we believe that Districts, Branches and Affiliated Societies will direct their energies towards finding some method which, while retaining all the advantages accruing from the present financial methods of the Association, will yet succeed in providing a common incentive to raise the money necessary not only for the present needs of the Movement but for its indefinite expansion.

It is too rarely understood, and it is sometimes wilfully stated, to the contrary, that the Association receives for the upkeep of its Central Office, and District Officials, and other activities, no money from public funds. We gladly acknowledge the very substantial financial assistance rendered by the Board of Education, Local Education Authorities, and Universities, in grants for actual educational work (Tutorial Classes, One-Year Classes, and Summer Schools, etc.).

For the maintenance of the Association itself we rely entirely on subscriptions, donations and affiliation fees. These are kept at the lowest possible figure in order that no one may be kept out of the Association. On the other hand no sum is too large for us to accept, and, provided no condition limiting freedom of our work is attached, we are willing to accept any sum from any quarter, and we take this opportunity of cordially inviting all who care for education and are willing to assist our work, to take an early opportunity of subscribing to our funds.

The services rendered to our Movement by the Central Book Room in the past year have undoubtedly exceeded those of any previous year.

While the turn-over of the Book Room is much larger, it is still not large enough. The bulk of it is still dealt with in three months in the year. This is perhaps unavoidable since these are the months at the beginning of the Winter Session, but to be able to deal with the rush then, to continue to deal with the occasional orders, to carry on the cheap editions, to answer queries, and to prepare bibliographies, a full staff has to be kept together throughout the year. With the existing staff we could not deal throughout the year with the rush of business dealt with in the three months referred to, but we could deal easily with double the volume of occasional orders.

Will members and students make a habit of sending to us all their orders, acting through a group if possible? Don't only use the W.E.A. Book Room to get that book which other book-sellers can't, or won't trace. We don't mind dealing with all the difficult orders, but we want the easy ones as well.

A development during the past year has been the establishment of a branch Book Room in the London School of Economics and Political Science. By the courtesy of the Governors of the College, we were given this opportunity. It has already justified our hopes and will before long be a source of income to the Association. We hope it may be possible to develop similar Book Rooms in connection with other Educational Institutions.

The services of Mr. Hosford and his staff have been, as usual, unremitting and we record our cordial thanks to them.

The changes made in the size and make-up of THE HIGHWAY as from No. 1 of "The Highway." Volume XIV. were greatly appreciated, and led to an increased circulation.

The volume of unemployment and the many calls on our members led, however, to a decrease in the circulation after the first three months. This coinciding with a great fall in advertising revenue, general depression in the book trade, and the growing pressure of our liabilities in other directions, together with many calls on the staff at the Central Office, led us to decide to suspend THE HIGHWAY for the three summer months, June, July, and August. The present number (September) which is to contain the Annual Report, will be the last number of the current volume.

Proposals are being considered for a much larger and better HIGHWAY as from October, 1922.

We are much indebted to the voluntary services of Mr. A. L. Dakyns, and to our many contributors. We give thanks also to Mr. W. G. Raffé for his excellent design for a cover to THE HIGHWAY. We renew our thanks also for the several hundred voluntary HIGHWAY Secretaries in Branches and Classes, on whose help we depend for the circulation of THE HIGHWAY.

With the new volume we are hoping to extend considerably the undoubted influence and utility of our Journal, and bespeak for it the cordial assistance of Branch and Class Secretaries, new and old contributors.

We invite particularly more contributions from students in Tutorial Classes. For THE HIGHWAY we always welcome criticism and suggestions, and we hope that any of our readers who have a criticism to make or a new feature to suggest will communicate with us.

We regret that the financial difficulties have necessitated the resignation of Mrs. Godfrey, Miss Cameron and Miss Cash from the staff of the Central Office, and we tender them our thanks for the services they have rendered. Our cordial thanks are due to the many members of our Association, Branch and District officers, as also to the staff of our District and Central Offices, whose loyal, devoted services through a year of great anxiety, enables us again to report that, despite all the difficulties that have beset us, our Movement still moves onward.

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THE WORKERS' EDUCATIONAL ASSOCIATION.

STATEMENT OF ACCOUNTS for the Year ending 31st May, 1922, submitted to the Annual Meeting of the Central Council on Saturday, 1st July, 1922, by J. J. MALLON, Hon. Treasurer, W.E.A.

(NOTE.—These Accounts refer only to Central Office expenditure on organisation administration and propaganda, and not to expenditure on classes. Accounts in respect of each District appear in District Annual Reports, while most Branches also publish statements of accounts.)

REVENUE ACCOUNT.

EXPENDITURE.				INCOME.			
	£	s.	d.		£	s.	d.
To Salaries and Wages	1,531	10	11	By Contributions	4,192	8	9
„ Travelling Expenses	354	10	7	„ Affiliation Fees—			
„ Postage and Carriage	146	5	6	Societies	213	16	0
„ Rent, Rates, Light, Heat, 'Phone, etc. ...	301	12	8	Districts—			
„ Printing and Stationery	385	2	11	Actual Receipts	£354	5	0
„ HIGHWAY Account	1,040	9	7	Allowed for 1921/2 Account	151	10	0
„ Repairs and New Premises written off ...	323	17	0				
„ Depreciation Furniture and Fittings ...	56	6	2				
„ District and other Grants	976	1	8	„ HIGHWAY Account	859	7	6
„ Publications Account	298	8	9	„ Interest	41	15	5
„ Interest on Loan	10	12	6	„ Pooling Scheme	99	13	3
„ Excess of Income over Expenditure carried down	184	17	8				
	<u>£5,609</u>	<u>15</u>	<u>11</u>		<u>£5,609</u>	<u>15</u>	<u>11</u>
„ Deficit brought forward	432	14	9	„ Balance brought forward	184	17	8
	<u>£432</u>	<u>14</u>	<u>9</u>	„ Balance as per Balance Sheet	247	17	1
					<u>£432</u>	<u>14</u>	<u>9</u>

BALANCE SHEET.

LIABILITIES.				ASSETS.			
	£	s.	d.		£	s.	d.
To Accounts owing —				By Office Furniture and Fittings ...	248	8	0
Publications	300	0	0	„ Investments—			
General	3	0	3	War Loan	654	3	4
				Co-operative Permanent Building Society	75	14	5
„ Loan	300	0	0	Birmingham Printers, Ltd....	59	10	3
„ FUNDS :—							
Memorial House	1,733	8	4	„ Accounts Owning—			
Educational Campaign	197	14	10	Publications and General	939	9	8
Rural	265	12	7	HIGHWAY	293	8	2
Lectures and Classes	324	6	3	Pooling Scheme	83	12	8
Scholarship	40	14	11				
Book Room	2	5	0				
Cassell	126	18	6	„ Stock in hand	1,659	0	0
	<u>2,691</u>	<u>0</u>	<u>5</u>	„ Income Tax to reclaim... ..	5	8	9
Less Comradeship Fund overspent	6	5	10	„ Cash in hand	13	11	11
Bank Overdraft	992	9	5				
	<u>£4,280</u>	<u>4</u>	<u>3</u>	„ Deficit as per Revenue Account	247	17	1
					<u>£4,280</u>	<u>4</u>	<u>3</u>

We have examined the foregoing Statement with the Accounts and Vouchers relating thereto, and hereby certify the same to be correct. Satisfactory evidence has been produced to us of the amounts received and paid on behalf of the District Associations. As regard the value of the Stock of Publications, etc., we have relied upon the figures as certified by the Stocktakers.

6, Bloomsbury Square, London, W.C. 1.
10th July, 1922.

(Signed) APPLEBY & WOOD,
Chartered Accountants

Individual Members	30
Affiliated Societies	6
Branches	5
Bodies affiliated to Branches	5
Individual Members of Branches	120

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Newcastle-under-Lyme.	Talke Pits.
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North-Western District.

District Secretary : E. BIBBY, 377, Oxford Road, Manchester.

Individual Members ...	...	...	...	...	130
Affiliated Bodies ...	...	...	...	...	60
Branches ...	...	...	...	...	32
Bodies affiliated to Branches	314
Individual Members of Branches	2,130

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Horwich.	Wilmslow.

South-Eastern District.

District Secretary : H. GOODMAN, 1, Windmill Street, Tunbridge Wells, Kent.

Individual Members ...	...	...	...	...	80
Affiliated Societies ...	...	...	...	...	14
Branches ...	...	...	...	...	489
Bodies affiliated to Branches	175
Individual Members of Branches	3,103

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Southern District.

District Secretary : J. H. MATTHEWS, 282, Laburnum Grove, Portsmouth.

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Affiliated Societies
Branches	12
Bodies affiliated to Branches	19
Individual Members of Branches	631

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South-Western District.

District Secretary : J. G. TREVENA, Plymouth Chambers, Drake's Circus, Plymouth.

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Affiliated Societies	5
Branches	12
Bodies affiliated to Branches	78
Individual Members of Branches	614

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Western District.

District Secretary : W. R. STRAKER, 27, Morgan Street, St. Pauls, Bristol.

Individual Members ...	...	...	...	...	53
Affiliated Societies ...	...	...	...	...	3
Branches ...	...	...	...	...	34
Bodies affiliated to Branches	202
Individual Members of Branches	2,900

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Affiliated Societies	9
Branches	21
Bodies affiliated to Branches	176
Individual Members of Branches	1,181

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Affiliated Bodies	2
Branches	30
Bodies affiliated to Branches	154
Individual Members of Branches	1,760

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Individual Members	(approx.)	960
Affiliated Societies	"	22
Branches	47
Bodies affiliated to Branches	458
Individual Members of Branches	3,605

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Individual Members	22
Affiliated Societies	12
Branches	13
Bodies affiliated to Branches	112
Individual Members of Branches	1,689

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District Secretary : J. DAVIES, 38, Charles Street, Cardiff.

Individual Members	262
Affiliated Societies ...	...	...	...	...	18
Branches	12
Bodies affiliated to Branches	89
Individual Members of Branches	555

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Showing Membership in each District, Number of Classes, Study Circles, Groups, and Students.

DISTRICT.	District Membership.		No. of Branches	Branch Membership.		Class Work.						
	Societies.	Indi-viduals.		Societies.	Indi-viduals.	Tutorial Classes.		One-year Classes.		Study Circles.	Student Groups.	
						No. of Classes.	No. of Students.	No. of Classes.	No. of Students.		No.	No. of Students.
Eastern ...	10	101	21	156	1,704	10	257	28	701	9	—	—
London ...	63	503	21	102	1,245	34	720	51	1,201	16	—	—
East Midland	26	76	28	147	1,104	31	700	27	637	—	3	—
West Midland	2	74	30	154	1,760	20	422	48	1,427	15	2	—
North Eastern	121	107	19	160	825	27	441	74	1,569	—	—	—
North Staffs.	6	30	5	5	120	7	136	23	546	2	—	—
North Western	60	130	32	314	2,130	30	753	24	637	—	2	38
Southern ...	—	—	12	19	631	3	30	16	386	—	—	—
South Eastern	14	80	48	175	3,103	8	160	51	1,205	—	—	—
South Western	5	60	12	78	614	2	58	29	971	7	13	380
Western ...	3	53	34	202	2,900	7	181	33	1,235	50	—	—
W.Lan. & Ches.	9	74	21	176	1,181	38	844	22	344	1	—	—
Yorkshire ...	22	960	47	458	3,605	71	1,174	105	1,288	—	37	—
Scotland ...	12	22	13	112	1,689	7	298	64	3,252	—	—	—
Wales ...	18	262	12	89	555	57	1,140	40	960	—	—	—
TOTALS ...	371	2,532	355	2,347	23,166	352	7,314	635	16,359	100	57	418

Putting it Bluntly.

The foregoing pages of our report and more especially the statistics quoted above will have been prepared in vain if they do not cause to rise in every reader's mind a simple question :—

How can I help the W.E.A. ?

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The Highway

A MONTHLY REVIEW OF ADULT EDUCATION
And the Journal of the Workers' Educational Association

VOL. XV., No. 1

OCTOBER, 1922

PRICE TWOPENCE

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NOTES OF THE MONTH

WITH this, the first issue of a new volume, THE HIGHWAY assumes a new form; but if the familiar cover has gone the motive and spirit of the paper remain. The success of THE HIGHWAY depends to a very large degree on the goodwill of its many contributors within the movement, and the desire of the Editorial Board is to extend that circle and to provide an opportunity for the discussion of the many aspects of the problems of workers' education.

* * * *

The assembly at Brussels of the International Conference on Labour Education in August made plain to all the international character of the movement for the education of the workers, and it is impossible to overrate the significance of the meeting. Education lies at the root of the industrial movement in every country, and the establishment of common ideals in working class education, adapted to the individual needs of the various countries, will help the development of the consciousness of international independence. The world, as Mr. Mactavish pointed out in his recent address at Oxford at the Conference on "Spiritual Values in Education and Social Life," has become the economic unit. By virtue of the fact that the worker works for the world he becomes a citizen of the world. Unless he can adapt himself to this conception, civilisation is doomed. Therefore the exchange of experience and of ideas made possible at the Brussels Conference is a great step forward. An account of the Conference and of the resolutions adopted is given on another page, and in due course an official report will be issued, but it is interesting to note here one point which emerged very clearly in the discussion, although it was not embodied in a resolution. All the representatives of the workers were perfectly definite in the adoption of the principle that the workers must themselves control the education provided for them and that the acceptance of grants from the State for the purpose must not carry with it outside interference in the curriculum or the methods chosen.

* * * *

The new Code of Regulations for Elementary Schools and the Draft Regulations for Secondary Schools issued by the Board of Education in August raise some very serious issues which are being anxiously considered by those interested in education. The new Code was

advertised in the *London Gazette* on August 25th, and, in accordance with the provisions of the 1893 Rules Publication Act, comes into force on October 1st. The Secondary School regulations are dated August 4th, and also come into force at the expiration of forty days. A good deal of annoyance is being expressed at the tactics of the Board of Education in proposing drastic changes at a time when many teachers and members of Local Education Authorities were away on holiday and during the parliamentary recess, so that effective criticism is made as difficult as possible. At a conference of bodies interested in education, which was held at the offices of the National Union of Teachers on September 15th, attention was drawn to the difficulty, and in some cases the impossibility of making the necessary representations to the Board of Education within the statutory 40 days, and the Conference expressed the opinion that the Board owed an explanation to the House of Commons and to the Local Education Authority for the somewhat extraordinary position adopted.

* * * *

In fact no regulations issued for many years demand more serious scrutiny in the interests of the children and of the general community. The new elementary school code represents a distinct retrograde movement on several important points. It recognises the employment of women without the academic qualifications of either certificated or uncertificated teachers in classes for children under the age of six, in spite of the fact now universally recognised that the proper education of very young children demands a profound study of the child mind. Moreover a Local Education Authority may refuse to admit children under the age of compulsory attendance, which it is proposed to raise from five to six years by the Economy (Miscellaneous Provisions) Bill now awaiting the Committee stage in the House of Commons. It is more than doubtful whether this clause of the Bill will be maintained in view of the opposition aroused by the proposal. But if it is maintained, a Local Education Authority bent on retrenchment may decide to refuse children under the age. And there is a direct inducement to reduce the number of children under six in attendance at school, since the Code provides that in computing average attendance classes in which the majority of children are under the age of six may be excluded. This simply means that the required number of certificated teachers already meagre enough, may be reduced, and that the elder children will suffer.

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September 29th, 1922.

SERIOUS ILLNESS OF MR. R. H. TAWNEY.

As we go to press Mr. R. H. Tawney, whose name is a household word to all those who are associated with our movement, lies seriously ill, and there are grave fears of the issue. He underwent an operation on Thursday, September 21st, under conditions made more difficult by the legacy of the wounds he received in 1916. The operation was successful, but Mr. Tawney's condition gave serious anxiety to his friends; anxiety increased on Thursday afternoon, September 28th, when the medical bulletin announced that pneumonia had supervened.

Friends are asked to address their enquiries to Mr. E. W. Wimble, Financial Secretary, the W.E.A., 16, Harpur Street, London, W.C. 1, from whom the latest bulletins as to Mr. Tawney's condition will be obtainable. It is particularly desired that enquiries should not be sent to Mr. Tawney's private address.

All Mr. Tawney's engagements for some months ahead must be cancelled, and it is hoped that all W.E.A. Groups and any other bodies having meetings for which Mr. Tawney is booked will make other arrangements without delay.

Men and women in many walks of life, and in many movements, will join with us in wishing for Mr. Tawney's early and complete recovery.

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MEMBERSHIP LIST

The following is a list of the members of the Association, as far as they have been notified of their election. The names are arranged in alphabetical order of the surnames. The names of the members who have been elected to the office of President, Vice-President, and Secretary, are marked with an asterisk (*). The names of the members who have been elected to the office of Treasurer, are marked with a dagger (†). The names of the members who have been elected to the office of Corresponding Secretary, are marked with a double dagger (‡). The names of the members who have been elected to the office of Honorary Secretary, are marked with a section sign (§). The names of the members who have been elected to the office of Honorary Treasurer, are marked with a paragraph sign (¶). The names of the members who have been elected to the office of Honorary Corresponding Secretary, are marked with a double section sign (§§). The names of the members who have been elected to the office of Honorary Honorary Secretary, are marked with a double paragraph sign (¶¶). The names of the members who have been elected to the office of Honorary Honorary Corresponding Secretary, are marked with a double double section sign (§§§§).

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The attitude of the Board of Education, no doubt under pressure of the Treasury, to secondary education is even more reactionary. If the existing accommodation in secondary schools is insufficient for the elementary school children who pass the qualifying examination, some of the successful candidates are to be weeded out by a subsequent competitive examination providing for the admission of only as many children as there are vacant places. The number of free places is not to exceed 25 per cent., unless there is a corresponding reduction in the number of free places within the area. That is to say that nowhere is the provision for free secondary education to be increased however great the demand, and this in defiance of the declaration in the Education Act of 1918 that no child shall be refused admission to a Secondary School simply because his parents cannot pay the fees.

* * * *

Under the Economy (Miscellaneous Provisions) Bill, power is being sought to ration Local Education Authorities so that the total grants shall not exceed the amount voted by Parliament. Further, some of the financial charges in respect of higher education are being transferred from the Exchequer to the Local Rates, a transfer which in the present position of rating may lead to serious difficulties.

* * * *

Two very important decisions were registered at the Trades Union Congress held at Southport last month. In one of these, Congress, led by Mr. J. W. Bowen and Mr. John Hill, said about the policy of educational "economy" what every man and woman who cares for the future of the country must think about it:—

This Congress condemns the action of the Government in curtailing financial provisions for Education in the name of economy, believing that this decision is opposed to national efficiency and progress. It supports the policy of the Labour Party, which would open freely all educational facilities to those capable of taking advantage of them, and thus give equality of opportunity to all, irrespective of social position. National welfare demands a much higher and not a lower standard of education; this Congress therefore instructs the General Council to demand from the Government the financial support necessary to extend facilities for both primary and higher education, and, having regard to the particular need for the immediate raising of the school leaving age, and for compulsory continuation education during the day-time, it demands that the full extension of the Education Act, 1918, be put immediately into operation.

* * * *

The second decision was the adoption, without alteration, of the report of the Trade Union Educational Enquiry Committee of the General Council, the outstanding recommendation of which was that the General Council be empowered to take over Ruskin College, the Labour Colleges, and the Workers' Educational Trade Union Committee, "as soon as satisfactory financial and other conditions can be agreed upon, and, pending such time as they are taken over, the General Council be empowered to enter into such arrangements with them as it deems to be in the best interest of the Trade Union Movement." A second recommendation was for the co-ordination of existing working-class educational movements and the bringing together of the Trade Union, the Co-operative and the Clubs movements in representative bodies locally, by districts, and nationally, with a view to establishing a workers' educational organisation which might be accepted by the Board of Education as being the recognised organ of adolescent and adult education among the working classes.

* * * *

It is, however, not intended that the proposed arrangements should involve any increase in the affiliation fees paid by the Trade Unions to Congress. It may be presumed that the effect of the adoption of the report will be to authorise the Trade Union Educational Enquiry Committee with the concurrence of the General Council to proceed to interview the bodies referred to in the resolution.

RETROSPECT & PROSPECT

IT was the boast of the W.E.A. in its early days that it laboured for its own extinction. It was embarked on a campaign, or a crusade, that should kindle within a generation such a passion for education that the existing organs of social action would respond and meet every need, so that the W.E.A.'s own organisation would become unnecessary. Nineteen years of experience has compelled most of us to modify our hopes and our professions; but the ideal, unrealisable, if at all, within the lifetime of one generation, is not an ideal to be ashamed of.

We have modified our hopes, because society has proved less ready and the existing organisations less capable of adaptation to meet the need that we voiced. Our faith was that there existed among the workers an inarticulate desire for education so strong that it had only to be expressed to secure an adequate response. Public education authorities and universities have responded; in spite of "economy" there exist educational opportunities for adults to-day of a range and amplitude that were unthought of twenty years ago. But no other educational organisation has been able to do our work. The permanent need of an organisation of our special type has been realised, to discover and interpret and organise the special educational demands of the workers. Especially has this become clear as we have realised our special interest in adult education. We have convinced the country of the need of educational facilities—or at any rate, silenced the sceptics; so much so that the number and variety of organisations and individuals dedicated to adult education becomes embarrassing. But the great teaching institutions of the country are still too much dominated by conceptions derived from their experience of children and adolescents. to meet the special needs of adult students. Some such co-operative and voluntary organisation as our tutorial classes, in which the responsibility for the class is on the student, with the W.E.A. behind the classes to provide continuity, seems to be essential.

We have found, again, that other associations of workers cannot take our place. Our example and our assistance has stimulated them to a greater educational activity, but the education is either specialised to the prime object of the association or at best subordinate to it. Education is a desirable activity in a trade union, a co-operative society, or a political party; without some educational work perhaps none of them can flourish. But education is not the object for which they were created or to which their chief energies and resources are directed. The Labour Movement therefore has a place, a permanent place, for an educational association, the nucleus of which is a fellowship of students, co-ordinate with its industrial, its political, and its co-operative associations.

Even if we could confine ourselves to the preaching of the importance of education in a democracy, which was the first and must always be a principal activity of the association, there would still be generations of useful work before us. The country is not so bad as the Government; it places a higher estimate on the comparative value of education than the £52,000,000, which the Government allocates to education in a budget of over £900,000,000; but it is not likely, without organisation and leadership, to give education the place it should have in the nation's life. The war has compelled economy, and the first object on which the "practical" man is always prepared to economise is the education of other people's children and the provision of facilities for adult study of which he would never avail himself. The unstatesmanlike moderation of the 1918 Education Act was the first reminder that the kingdom of education could not be won by passing resolutions; the suspension and repeal of the more valuable provisions in that measure should complete the lesson.

We wonder to-day that the W.E.A. could ever have looked to a time when its work would be done; we shall be weaker, not stronger, if we lose the spirit which made men take that view. If the W.E.A. once begins to put its own organisation before the object of that organisation, to consider not whether the work of education is forwarded but whether the W.E.A. gets the credit for it, to neglect its own special mission and to trespass on the provinces of the other branches of the Labour Movement, its influence will decline. The policy of approaching every possible other source before attempting to provide teaching ourselves, forced on us originally by the impossibility of doing the teaching ourselves with our own exiguous resources, is still sound; our business is to find what the workers want in education and urge the recognised educational authorities to provide it, not to provide it ourselves. And it was a proper modesty in a new association to admit so frankly that a new organisation is an evil, if a necessary evil. The imposing national organisation that the Annual Report reveals will be strengthened if it remembers that the little fellowship of students out of which it has grown set before themselves, not the creation of a great organisation, but the achievement of a great task.

THE TUTORS' CONFERENCE

THE Conference of the Tutorial Class Tutors' Association, held at Leeds on September 21st and 22nd, occurred too late for us to present our readers with a full report. We hope to make amends for this in our next issue, for we regard these periodical gatherings of tutors and the strengthening of the bonds of association among them as vital to the W.E.A. and its work. The Tutors' Association is not only the tutors' trade union, serving thereby a very necessary function; it is also more and more becoming a means for the interchange of experience, the development of the proper technique for tutorial class teaching, and for constant criticism of the practice and organisation of the tutorial class in relation to the whole movement for working-class education. Work of this kind has always been necessary; it becomes more and more indispensable as the movement grows and new tutors are constantly recruited for it. The W.E.A. and adult education owe a great debt to the small group of tutors who acted as pioneers, and in nothing is this debt greater than in the close contact between the classes and the wider movement which they helped to maintain. The tutors can still be a great force making for coherence and constancy of purpose in our movement; but they can be so only if they are fully alive to its significance and in touch with every phase of its development.

The Tutors' Association we believe fully realises this fact. At its Leeds Conference it went straight to the root of the matter by discussing the fundamental problems of tutorial class teaching and making it plain that our essential purpose in our classes must be, not to convey the maximum quantity of information, but to equip our students with the power both to get information for themselves and to base upon it courageous and scientific judgments of their own. The purpose of our education is not just education; it is equipment with a method which will make the student more able both to understand the world and to serve it as an individual, and through the various groups and societies to which he belongs. The Tutors' Association in its discussions made this idea of education the central consideration. Prof. Henry Clay and Mr. J. R. Taylor dealing with the teaching of Economics alike stressed the need for a realistic method and way of approach through study of the actual working of social and economic institutions, with direct reference to the personal experience of the students. Dr. Norman Walker, dealing with "Lecturing *versus* Teaching" gave an actual demonstration of the realist method in his own subject, Biology. Mr. Joseph Owen's speech on the problems of tutorial class

administration led to a vigorous discussion, which again showed how rapidly our movement is advancing towards a clear knowledge both of its existing limitations and of the methods to be adopted in fitting it better to the needs of our students, and to the far wider body of students with whom it will have in future to deal. These problems are not and never will be solved; we can be fully satisfied if every year in every sphere we get better and better and better. That is too much to hope; but we believe that the teaching problem—the technique—of working-class education is now for the first time being tackled on a solid basis of practical experience. Given that, and given a close contact—which we should like to see far closer still—between the body of tutors in our classes of all kinds and the W.E.A. itself, we need have no fear for the future. The W.E.A. will create the demand at least as fast as the tutor will organise an appropriate and efficient supply. Herein lies the real partnership of workers and teachers for which the W.E.A. has always stood.

G. D. H. COLE

TOM BRYAN

ON a dull November afternoon in 1908 I first met Tom Bryan,* and as we tramped across fields and along muddy country lanes he unfolded to me the vision of a fellowship of working men students who should live and study together and should seek not merely to accumulate knowledge (though that would come), but primarily to find the path of understanding. Two months later the vision became realised in Fircroft College, Bournville, and from that time until 1915, when the house was taken over by the military authorities and ceased, temporarily, to be a college, Fircroft and Tom Bryan were one. When the war was over and the college reopened, Tom Bryan had already passed over to the Great Beyond, but his memory remained part of the living tradition of Fircroft, and two of his friends, H. G. Wood and Arthur Bell, have set down a record of his life in the hope that it may inspire others to press forward upon the path of adult education, in which cause he lived and died.

The dominant note of his character was religious, and his unswerving devotion to Labour and to education was a manifestation of his religion. His spiritual nature was indeed deep and intense, and because of its depth and intensity he could afford to be tolerant, broad-minded and unorthodox—it is only the weaker spiritual brethren who require the props of bigotry and strict orthodoxy.

From an early age he was devoted to reading, and at 23 he became a student in Glasgow University. The story of his university life is a study of fixity of purpose and great courage. Undeterred by the lack of a secondary education, Tom Bryan bravely set himself to master Greek and Latin, philosophy and mathematics, living frugally and grinding hard during the winter and working as a labourer throughout the summer vacation to earn money for his University fees.

His original purpose was to enter the ministry, and when the one-time hosiery packer took his M.A. degree in 1892 he proceeded to the Theological College at Bradford. While there he became actively associated with the organised Labour movement, and was one of the original members of the I.L.P., so that when at the end of his college career the choice was offered to him of a pulpit in the Congregational Church or the sub-wardenship of Browning Hall Settlement, Walworth, his Labour sympathies won, and he came to London. Then followed eight crowded years of service, during which he became one of the first Labour mayors of London. In 1903 his wife's health and the great strain upon his own strength induced him to give up the strenuous life of Walworth for a post at Woodbrooke Settlement, Selly Oak. The call of public life was, however, still irresistible, and we find him throwing himself into the Adult School movement, organising the unskilled workers, and standing as a candidate for the Urban District Council. He was not elected, and with the founding of Fircroft in the January of 1909 he entered upon what was to be the last phase of his active life; henceforth he concentrated all his energies upon adult education.

Throughout life Tom Bryan's philosophy was that of the English School of Idealists; Green and Caird were his great teachers, and Plato and Mazzini were his prophets. Mazzini's generous enthusiasm for and confidence in the ordinary man appealed to Tom Bryan, and, Socialist though he was, he saw in Mazzini rather than in Marx the true guide for modern democracy. Short cuts, alike in education and in the Labour movement, he distrusted; all the things that were worth having must be won by earnest intellectual effort, self-discipline and sacrifice.

Tom Bryan was associated with the W.E.A. from its earliest days, and had been a consistent witness to the spirit and ideals for which the Association stands many years before its formation.

T. W. PRICE.

* "Tom Bryan, First Warden of Fircroft." By H. G. Wood and Arthur E. Ball. George Allen & Unwin. 2s. 6d.

BOOKS OF THE MONTH

Bergson and His Disciples

THE MISUSE OF MIND: A Study of Bergson's Attack on Intellectualism. By KARIN STEPHEN, formerly Fellow of Newnham College, Cambridge. Kegan Paul. 6s. 6d.

We welcome this instalment of the "The International Library of Psychology, Philosophy and Scientific Method," a series which is under the general editorship of Mr. C. K. Ogden, of Magdalene College, Cambridge. The list of contributors to the series presents an imposing array of names both British and foreign. They include Dr. Moore, Dr. Wm. Brown, the late Dr. Rivers, Mr. Bertrand Russell, Prof. Broad and Dr. Jung.

Mrs. Stephen gives an interesting survey of the Bergsonian philosophy in just over one hundred pages. Before the war there was a "craze" in intellectual and pseudo-intellectual circles for Bergson's philosophy. His lectures at the Collège de France were attended by fashionable Parisians and his doctrines were discussed in the "Salons" in the same way in which Coué and Einstein are now discussed. A fairly voluminous *Bergson-Archiv* had grown up by 1914, and in this country Lindsay, Carr and McKellar Stewart had written monographs. The post-war period has shown no abatement of the interest in Bergson. He published his collected volume of essays, "L'Energie Spirituelle," in 1919. It was translated in the following year by Prof. Carr, and appeared simultaneously with Dr. Gunn's volume on "Bergson and His Philosophy" (Methuen). Mr. Rostrevor followed with his "Bergson and Future Philosophy" (Macmillan). Renewed attention was drawn to the thinker himself by his resignation of his chair at the Collège de France last year. Meanwhile, Dr. Luce delivered his Donnellan Lectures at Trinity College, Dublin, on "The Doctrine of Intuition in Bergson." These are just published and follow closely in time upon Mrs. Stephen's volume. Further, Dr. Olive Wheeler of Manchester announces a volume entitled "Bergson and Education." Mr. Bergson himself intends publishing his Oxford lectures on "The Perception of Change" together with some new essays upon the relation of his idea of change to Einstein's Relativity theories.

Obviously we have in Bergson a mind-force in modern life which no serious student of contemporary thought can neglect. Mrs. Stephen asserts that the popularity of his philosophy is largely due to the fact that it gives expression to feelings which are widespread at the present time, namely, a distrust of systems, theories, logical constructions, dogmas and conventional modes of thought and action to the conviction that life is more than logic. She confesses that she has "not attempted to offer any proof whether or not Bergson's description of reality is in fact true." She is primarily concerned with indicating the point of view from which Bergson looks at reality. "Fact" is the arresting title of a chapter which shows us how far the purely intellectual constructions can take us (by abstraction à l'outrance) away from immediately experienced reality or fact. We are prone to connect "facts" themselves in the "logical," "spatial" or "mechanical" way in which we connect the explanations of these facts, the general laws. The facts, however, may not be so connected; there may be a superficiality, an approximation, a vagueness about our scientific law which covers the slight discrepancy. Boutroux and Poincaré made much of this point in their thought and Einstein has recently been praising Poincaré's work and noting its influence on his own doctrines. We must not confuse "fact" and "explanation." One is a manifestation of life, the other is due to the operation of our intellect, an instrument which life in its course has evolved, but mainly as a practical tool. Intellect tends to leave out the essential characteristics of life, tends to run experience into moulds, categories and "states." You cannot, however, explain movement by a sum of "states." You cannot explain the evolution of the universe or of a personality, apart from the conception of *duration* (*la durée*). Facts are aspects of a creative process of duration; explanations are united in a logical manner. Language with its tendency to stereotype our ideas, feelings, emotions and desires, traps us. Life cannot be fitted into conceptual moulds which leave out the essential feature of change. Words are common counters. We cannot by them convey our "intuitions" if we would. Further, the material of experience, however intuitive that experience may be, must always come from an intimate acquaintance with reality. It can only arise from reflection upon life, and, paradoxically enough, it cannot be *against* our intellect, even if it transcend intellectual formulation.

The thoughtful student whose mind wanders beyond the problems of economics and the facts of industrial history to a wider field will find Mrs. Stephen's book stimulating. He should read it and should read Bergson.

J. A. GUNN.

A verbatim Report of Dr. Rudolf Steiner's Lectures on Education, given at the August Conference at Oxford on "Spiritual Values in Education and Social Life" will shortly be published, and can be obtained from 46, Gloucester Place, W. 1.

Labour and the State

COMPULSORY ARBITRATION AT WORK: A NEW PROVINCE FOR LAW AND ORDER. By HENRY BOURNES HIGGINS 5s. Constable.

Mr. Justice Higgins made himself a world-wide reputation as Chairman of the Australian Commonwealth Arbitration Court. He was in office as President from 1907 to the time of his resignation—the result of disagreement with the Government's policy—in 1920. Mr. Justice Higgins, while sympathising with labour ideas, is a keen defender of that system, as against the method of the strike; and he maintains that the workers stand to gain much from the existence of a strong, independent and important arbitration tribunal with wide enough powers to enable it to proceed on grounds of principle and justice, and not of mere expediency. Compulsory arbitration, of course, presupposes the maintenance of the capitalist system until it is modified by constitutional parliamentary means; but, subject to this very large limitation, there is no doubt that the conduct of the Australian Arbitration Court, under Mr. Justice Higgins, was scrupulously fair. In the sphere of industry which came under its jurisdiction, it did enforce a basic minimum wage calculated in accordance with a definite estimate of human needs; and it did refuse to allow any plea of inability to pay to persuade it to fix a wage lower than the minimum. In fixing higher rates for the more skilled grades, the financial position of the various industries was taken into account—but not in the enforcement of the basic wage.

Mr. Justice Higgins's account of the circumstances which led to his resignation is exceedingly interesting. In 1920 the Australian Government secured the passing of an Act enabling it to appoint special tribunals to deal with any industrial dispute. In the view of Mr. Justice Higgins, such special tribunals, subject to Government influence, would inevitably give decisions in accordance with their immediate view of expedience and not with any durable principles, such as those which the Court made the basis of its action. The new tribunals would thus, in his view, undermine the whole basis of the Court's work; and, rather than go on under conditions he deemed impossible, he resigned his position, and set out to explain his views.

Now here Mr. Justice Higgins really touched a vital problem. Our experience in this country has been that it is impossible to secure impartial tribunals, not subject to Government influence. Mr. Justice Higgins, in Australia, probably got as near to impartiality as it is possible to get; and it is, therefore, all the more significant that he was more than once threatened with removal from his office by the Government, and finally forced into a position in which he was compelled to resign. Even apart from the more fundamental arguments against compulsory arbitration it is impossible not to feel that the Australian Arbitration Court owed a great deal of the limited success which it secured to the outstanding ability and fair-mindedness of Mr. Justice Higgins itself. All students of industrial questions should get his book, which is full of interesting matter. They will speedily realise that the Commonwealth Arbitration Court was Mr. Justice Higgins, and that it is very unsafe to draw general conclusions about compulsory arbitration from the achievements of so remarkable a person.

G. D. H. COLE.

"LABOUR POLICY—FALSE AND TRUE," by Sir LYNDEN MACASSEY. Thornton, Butterworth, Ltd. 7s. 6d.

This book is written by one who had varied and considerable experience of negotiation with trade unions during the war. A good deal of information, previously only available in a scattered form, has been brought together, and should be exceedingly useful to students.

The author is opposed to the policy of the Labour Party because of what he considers to be the class character of the Party. Are other political parties entirely devoid of class feeling and prejudice? He also believes that its proposals are impracticable. But the Labour Party can claim, with a large measure of justice, that had the Government accepted earlier its policy with regard to Central Europe, the situation to-day would have been much brighter for the mass of the people.

In Chapter XI. the failure of the French national workshops of 1848 is attributed to Louis Blanc. It is, however, now well known that the Paris workshops were set up with the intention of discrediting Blanc's schemes. The French Government was afraid of Blanc's influence with the masses, and appointed Emile Thomas, who was a bitter opponent of Blanc, as the director of the workshops.

Mr. Churchill, who is so vehement in his declarations that Labour has not the capacity to govern, might be interested to know that the author, who had greater opportunities than he of comparing the gifts of Labour ministerialists with other ministers, is of the opinion that "the Labour ministers did not suffer from the comparison; their respective records are unsurpassed for foresight, decision, balance of judgment, statesmanship, organising and administrative ability, power of evoking the loyalty of their departments, and confidence of the public."

W.L.

The Prison System

"ENGLISH PRISONS TO-DAY," being the Report of the Prison System Enquiry Committee. Longmans. 25s.

Remembering the many prophecies that were made during the period of the imprisonment of the conscientious objectors, between 1916 and 1919, that there would be many prison reformers amongst them after they were released, it is very pleasing to find that two C.O.'s in particular, Messrs. Stephen Hobhouse and A. Fenner Brockway, have given close attention to the prison system and that they have laboured long in editing and, in large part, writing this very detailed description of English prisons as they are to-day.

There can be no doubt of the propagandist tone of the report, the manner in which even the most minute defects in the prison system is emphasised proves that; but the whole system is so inhuman and cruel that overstatement is hardly possible. Every fault is scrupulously set forth, and the working of the whole routine is laid bare for all to see its ugliness. The working of local prisons, convict prisons, preventive detention prisons, and Borstal institutions is described by the writers and illustrated by the statements of various witnesses who have had intimate experience of each, either as prisoners, officials or voluntary workers. There is a chapter on "Executions" and a statement by a "Lifer."

One of the most interesting chapters from a W.E.A. point of view—there is a brief reference to the W.E.A. at the end of the chapter on "Education"—is Chapter I. "The Prison Population," in which the very close connection between ignorance and crime is shown. "In 1913, 96.5 per cent. of the prisoners could not write 'well,' and 13 per cent. were illiterates . . . prisoners are drawn very largely from the poorest and least educated class." From this chapter alone showing how poverty, bad times, and ignorance are responsible for most of the prison population, comes the lesson that education and economic security will do most to prevent crime.

There is no space to mention the many important improvements that are being effected by the Prison Commissioners under their new chairman, Mr. M. L. Waller; but it may be noted that reforms are taking place and that the tendency is for some of the cast-iron nature of the system to be transformed and for a few of the harshest rules to be regarded as changeable. One brief instance may be given: "In Pentonville, Maidstone and Wandsworth Prisons the silence rule is being relaxed so far as to permit of debating classes once a week." Truly there must have been tears among the angels when this decision was reached.

The reforms for prison abuses are briefly indicated in the report—they are eminently reasonable and practical—but the objection is the penny wise one that they will cost money. The same thing is true of the defects in the prison system as of the defects in the educational system; the remedies are better buildings, better staffs, and better salaries.

A word of criticism may be reserved for the last chapter in which the question of penal theory is treated rather sentimentally. One statement, of which the authors are evidently proud, is the following: "Guilt, and the measure of it, is a question for a higher and a more competent judge than human beings are ever likely to provide." This is simply begging the question, removing it from the sphere of human consideration altogether. But this last chapter does not contain the last word, for there is a concluding note by the Chairman of the Enquiry Committee, Sir Sydney Olivier, which is marked by its vigorous common sense.

J. G. TREVENA.

Wales and the Welsh

MY IMPRESSIONS OF WALES. By ALFRED E. ZIMMERN. Mills & Boon, 1921. pp. 44. 1s. net.

THE UNIVERSITY AND THE WELSH DEMOCRACY. By the Rt. Hon. VISCOUNT HALDANE OF CLOAN. Oxford University Press, 1922. pp. 24. 1s. 6d. net.

Wales has always eluded her would-be interpreters. There is a more or less coherent view—popular and literary—of the character and achievements of the Scottish and Irish peoples. But neither outside observers nor native exponents have succeeded in establishing anything like a generally accepted attitude towards Wales. It is therefore with no little interest that we turn to Mr. Zimmern's lecture to the Oxford University Cambrian Society, and to Lord Haldane's speech at Swansea. Mr. Zimmern has lived two years in Wales, in close touch with the varied aspects of Welsh life. He realises that Wales is made up of three main elements. The labels he suggests are "Welsh Wales," "English Wales" and "American Wales." Of these, "Welsh Wales" is basic. It consists of the Welsh-speaking peasantry who have to a remarkable degree preserved the traditions of the past. "English Wales" is not a geographical expression. It denotes a social difference. Intermingled with the peasants there is an upper-class which is but dimly conscious of any roots in the local past. Sometimes arrogantly "English," and sometimes patronisingly "Welsh," this class is precluded either by its hostility towards or by its imperfect appreciation of Welsh sentiment from any true leadership of the people. Then there is "American Wales"—the great industrial community of the south-east which greatly outnumbers all the rest of Wales taken together. Like America this is a melting-pot. Industrial development has attracted men of many races and it has precipitated new economic problems. The remarkable

thing about industrial Wales is the survival of an essentially Welsh outlook. But naturally the Welsh industrialist has a different view of life from the Welsh peasant. The two, as Mr. Zimmern says, are "out of step." Is the Welsh culture deep enough and adaptable enough to bring them into step again?

To this vital question an answer must be found. We accept Mr. Zimmern's opinion that Wales as a whole is a self-conscious territorial group and that its greatest possible contribution to the world would be to bring to fruition its own inherited gifts and powers. How is this to be done in the face of the difficulties we have enumerated? "Welsh Wales," which is to a peculiar degree the inheritor of past achievements is apt to look backward. "English Wales," where native aspirations are concerned, is "damping, chilling and repressive." "American Wales" is faced with the immediate and insistent problems of industrial democracy. Everything depends on the vitality of Welsh institutions. Of these the chief are the Churches, the Eisteddfod and the University. The Churches in Wales, as elsewhere, are feeling the consequences of the present doctrinal drift. There can be no doubt that religious experience has in the past released the deepest emotions of the Welsh. It has ceased to do so. The Eisteddfod has made great strides in recent years, particularly in the department of music. What shall we say of the University? No institution could have expressed the spirit of "Welsh Wales," satisfied the narrow conventions of "English Wales" and solved the social problems of "American Wales." And yet people constantly speak of the failure of the University because it has not achieved the impossible. This is not to claim that the University does not deserve a good deal of criticism. It has been slow to break through the bonds which the adoption of the London model imposed on it at the outset. It has lacked courage and enterprise. Mr. Zimmern goes so far as to say that Welsh higher education at present is neither really Welsh nor really education. I wonder what he would have said about it ten or twenty years ago. In the last two decades there has been considerable progress towards the right ideal. Unfortunately such progress must be relatively slow. A University cannot be created by waving any magic wand. It takes time to discover itself.

Mr. Zimmern concludes that Wales is "a sick country." He prescribes the cultivation of what is truly Welsh, not only in the letter but in the spirit, as the means of healing. He sees that his remedy can never operate unless the native culture is stimulated by contact with other cultures, for all progress depends on such contacts. Both he and Lord Haldane deplore the fact that the influences which have affected Wales are so exclusively English. They point beyond England to the Continent—to France and Germany, and to Holland and Italy. Here they undoubtedly perform a real service. There is always a danger that a somewhat isolated people will struggle against the intellectual domination of their nearest big neighbour by indulging in too much pre-occupation with their own past. They have a future to explore as well as a past to remember.

J. F. REES.

THORNTON BUTTERWORTH

LABOUR POLICY FALSE AND TRUE

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CURRENT & FORTHCOMING BOOKS

There is to be a new Shakespeare, the "Players" Shakespeare, from Messrs. Benn, the first volumes of which are to be issued next spring. Each volume is to contain one play, which will be illustrated by artists who are associated with stage decoration, and will give their idea of how the plays should be represented. Those who visited the International Theatre Exhibition at South Kensington Museum this summer will already be familiar with the work in theatrical decoration of some of the artists who are undertaking the illustrations. They include Mr. Albert Rutherston, Mr. Charles Ricketts, Mr. T. Lowinsky, Mr. Paul Nash, Mr. Randolph Schwabe, and Mr. Norman Wilkinson.

Messrs. Constable include among their autumn promises a volume of "Poems" by George Santayana and a new edition in five volumes of his "Life of Reason." They also announce the "Life of Sir William Harcourt," by A. G. Gardiner, which should throw much light on the political problems of the last half of the 19th century. Another interesting announcement in their autumn list is "Sir Douglas Haig's Command (December, 1915–November, 1918)," by George A. B. Dewar, assisted by Lieut.-Col. Boraston, which is written with the object of dispelling "prevalent myths" concerning British and French leadership during that period.

Among the books promised for the season by Messrs. Methuen are "The Making of the Western Mind," described as "a short survey of European culture," by F. Melian Stawell and F. S. Marvin, a book on "Psychology and Morals," by J. A. Hadfield, M.A., who is a specialist in nervous and moral disorders; also the translation of Einstein's "Meaning of Relativity," being four lectures delivered by him at Princeton University last year.

The Labour Publishing Company have several important announcements for the autumn. A book of the greatest importance to trade unions is "Business Methods and Accountancy in Trade Unions," by Joseph Lynch, which is provided with the necessary illustrations and tables. The Association of Women Clerks and Secretaries have prepared a report on "The Cost of Living," which will be invaluable to those interested in women's work. The list also includes "Americanism: A World Menace," by W. T. Colyer; an autobiography by George Edwards, "From Crow Scaring to Westminster"; "Some Revolutionary Sketches," by R. W. Postgate; and "A World's History for the Workers," by Alfred Barton.

Prof. Gustav Cassel, in his "Money and Foreign Exchanges after 1914," addresses a wider and less expert public than in his "Memoranda on the World's Monetary Problems," which we hope to review next month. The book is issued by Messrs. Constable.

Mr. Wallace Gandy announces a book by Mr. G. A. Christian on "English Education from Within," which is to be published by subscription.

The lectures on "The Partition and Colonization of Africa," delivered by Sir Charles Lucas last year before a study circle of L.C.C. teachers, are expected shortly from the Oxford University Press. The same publishers announce a book by Mr. E. A. Horne, of the Indian educational service, on "The Political System of British India," with special reference to the recent constitutional changes. This book is based on lectures delivered by the author at Harvard.

The difficulties of learning foreign languages are increased by the different terms used by the grammarians of the various languages. A Joint Committee representing the Classical Association, the Modern Language Association, the English Association, and five important Teachers' Associations have agreed on a report on the "Terminology of Grammar," advocating a uniform system, which is published by Mr. John Murray.

Mr. B. M. Headicar, of the London School of Economics, Houghton Street, London, W.C. 2., will be glad to receive gifts of suitable books, of periodicals or of money for the assistance of the hard-pressed students of Central Europe. Mr. Headicar is acting as hon. secretary to the Universities Library and Students' Relief for Europe.

BOOKS RECEIVED

Acknowledgment here does not preclude further notice in a subsequent issue.

- Verses.* W. C. BRAITHWAITE. Allen & Unwin. Cloth, 5s.
After Two Years. P. W. WILSON. Paper, 6d.
Reparations, Trade and Foreign Exchange. L. C. B. ANGUS. P. S. King. Cloth, 12s. 6d.
Community Life and Civil Problems. H. C. HILL. Ginn & Co. Cloth, 7s. 6d.
Keats' Poetry and Prose. Oxford Press. 3s. 6d.
Unemployment. F. W. PETHICK LAURENCE. World of To-day Series. Oxford. 2s. 6d.
Desirable Mansions. EDWARD CARPENTER. Dreadnought Publishing Co. Paper, 4d.
Wm. Lovett, 1800–1877. MRS. L. B. HAMMOND. Fabian Tracts, No. 199. Paper, 3d.
The World Story. J. REEVES. P. S. King. 1s. 6d.
The Poetic Mind. A. C. PRESCOTT. Macmillan. Cloth, 2s.
The Peoples of Europe. H. J. FLEURE. Oxford. Cloth.
The World about Us. O. J. R. HOWARTH. Oxford. Cloth.
The Growth of Rome. P. E. MATHESON. Oxford. Cloth.
History the Teacher. F. J. GOULD. Methuen. Cloth, 4s.
England To-day. GEO. A. GREENWOOD. Allen & Unwin. Cloth, 5s.

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AS OTHERS SEE US

By A. E. ZIMMERN

I HAD intended to break a lance with my friend Mr. Lloyd over his criticisms of my book in the May issue, but during the intermission of the HIGHWAY, I have been able to clear up the main points on which he and others have misunderstood me in a second edition of "Europe in Convalescence." So now that the editor asks me for an article, I can take a wider range. I want to use the opportunity to speak, with the freedom allowable among old friends, about the responsibilities of the British people, and, especially, of "progressive" British opinion, in the present world-situation.

During the last eighteen months I have made three extended European journeys and have been right through the United States and Canada. I have discussed political and economic questions with innumerable individuals, from Premiers and professors to plain workmen and peasants, and I have also read whatever I have been able to get hold of on these subjects in the languages accessible to me. And the result is that, whenever I get back to England or come into touch with British "progressive" opinion (as opposed to the opinions of liberal-minded Englishmen living on the Continent, at Geneva or elsewhere), I encounter a divergence of outlook so complete and bewildering, that I am inclined to hold my head and wonder whether it is I or the other man who has lost his senses.

The fact is that during the last three years, Englishmen have relapsed, after the effort of the war, into an insular world of their own. This would not matter so much if they would not insist on trying to make the rest of the world fit into their own national scheme.

Nobody grudges Britain the right to pursue her own selfish interests. But what does infuriate the public opinion of other countries is, firstly, our calm assumption that what is to our own interest must also be to the interest of all other nations, and, secondly, our attempt to impose our policies, conceived in our own interest, upon the rest of the world, especially when the attempt is accompanied by fine idealistic phrases.

People are calling us all sorts of bad names, and attributing to us all sorts of sinister designs. When I hear these accusations, I am always at pains to defend my countrymen and to explain that, what looks like gross selfishness or vile hypocrisy is only the natural ignorance of an island people. But it is difficult to convince our foreign critics that an ignorance so convenient in our own interest is really involuntary, and I think it must be admitted that, together with downright ignorance and want of imagination, there is, in the British people, side by side with our deep-lying idealism, an equally deep and inveterate disinclination to apply our minds to problems which we feel may involve us in disagreeable conclusions.

Let me briefly indicate one or two matters in regard to which our foreign critics complain.

Treaty-Right.—We went to war to vindicate a treaty and we are all ready to admit, as an abstract proposition, that unless nations can be trusted to keep their word, it is vain to hope for any real friendship and confidence between nations, still less for any kind of international organisation. Nevertheless, we are constantly behaving as if this or that treaty, or part of a treaty, which we do not happen to like, could be abrogated at will, regardless of the wishes of the other parties to the bargain. This is exactly the practice followed by the Germans in violating the neutrality of Belgian and of the Soviet government in making a separate peace with Germany; but in the latter case the Treaty violation followed on a revolution and in the former case we considered the breach a sufficient cause for a declaration of war and much indignation! We, on the other hand, are breaking and ignoring treaties without any interruption of our constitutional life, and are unaware or a

little pained that the other parties are indignant at our behaviour.

Leaving aside questions arising out of treaties concluded during the war, which are still a cause of bitterness in many countries, but for which, in most cases we are not alone to blame, let us consider the blots on our treaty record since the armistice negotiations.

In the Agreement of November 4th, 1918, with the Germans, the Allies defined the reparation to be paid by them as "compensation for damage done to the civilian population of the Allies and their property," thereby excluding them from liability for the costs of the war. A few weeks later our own government took the lead in pledging itself to the electorate to secure full war costs. After the election we took the lead at Paris in trying to get this larger claim included in the Treaty and eventually succeeded, through the efforts of the Prime Minister and General Smuts, in overcoming the resistance of President Wilson to the inclusion of claims for pensions and separation allowances. These items *nearly trebled the total liability*, thereby making it impossible for the Germans to pay in full and creating the Reparations problem which has poisoned the international situation during the last three years. In other words, by the inclusion of our *unjust* claims for items of war-cost we have blocked the *just* claims of the invaded countries for damages. There is only one honourable way out of this disagreeable situation. Before asking the other parties to reduce their own just demands, decency demands that we should waive our own unjustifiable claims. If progressive opinion had steadily hammered away at this point of honour, instead of letting itself be entrapped into all sorts of arguments of commercial self-interest, we should be far further on than we are to-day along the road of British-France-German understanding and confidence.

Again, take the League of Nations. It was a British-American scheme, commended to the rest of the world as an organization of mutual protection which would render alliances and other separate protective agencies unnecessary. When the French asked that the German frontier should be fixed at the Rhine, we told them their security was guaranteed by the League of Nations, and the same language was held towards the new and enlarged states in Eastern Europe. What has happened? We are continuing to preach disarmament and at the same time we are engaged in diluting, misinterpreting or ostentatiously ignoring the clauses in the covenant on which members of the League were to rely for protection. The eight months non-aggression pact of Genoa may have seemed to the British public very solemn and impressive, and wonderfully cheap into the bargain; to the weaker members of the League it naturally suggested that the obligation of mutual protection in the Covenant had been superseded by a moral gesture with no effective sanction behind it. It is a little hard that, on the top of all this, we should still be asking them to reduce their armies! Yet even so broad-minded an Englishman as Mr. Lloyd seems shocked at the idea that would-be malefactors and aggressors should come to realize that "the British Navy is meant to be used." I can assure readers of the HIGHWAY that it is impossible to make any headway for the League of Nations idea in Central and Eastern Europe without bringing the British Navy into the argument.

To sum up our recent Treaty record, I would suggest to HIGHWAY readers, when they have the opportunity, to discuss our record on the Pre-Armistice Agreement with a German, on the Versailles Treaty, with a Frenchman, on the League of Nations Covenant, with a Czechoslovak, a Roumanian, a Pole, or a Yugoslav and on commercial policy with any or all of them.

(Concluded at foot of next page.)

GOETHE AS MAN OF SCIENCE

By VISCOUNT HALDANE

IN this country people know Goethe's poetry, and appreciate its splendour. But they usually know only a part of what is to be learned from his general teaching. His was a large outlook on life, one of the largest that the world has witnessed. He was a wise counsellor for the German nation. Had it followed his precepts there would have been no war of 1914, three-quarters of a century after his death. But it was not to be so. He was looked on, in his native land, as deficient in patriotism. He was not really thus deficient. He knew, as he said himself, too much of other countries, of their great men and of their literature and thought, *to be able to hate them*, and make songs of hatred. His standpoint was that of liberty for the influence of the best in all nations. As Renan said of him, when he was Prime Minister at Weimar there was more real liberty in that little Grand Duchy with its absolute monarchy, than in France under the Revolution.

Goethe has bequeathed to us lyrical poetry of the highest quality. He has also given us, in his "Faust," a great philosophy of human life. But he did more than this. He was in his own way a distinguished man of science. In animal biology and in botany in his doctrine of the metamorphosis of plant life he anticipated ideas which were to develop under new forms into current acceptance in the hands of Darwin and of modern morphologists. He was not a man of science, in our modern interpretation of the word. He knew little of mathematics, and in consequence he went wrong in the explanation of the nature of light, which he gave with almost passionate emphasis as against the great theory of Newton. He would not believe that white light consists in the combination of various rays of coloured light. He thought that it was an ultimate fact, and that colour consisted in various shades of white light produced by its reflection from a dark background. And as a great German physicist, Helmholtz, shows in detail in an essay on the subject, which has been translated into English in his collected popular essays, Goethe did not make the mistake he did from any want of close observation. His misconstruction of phenomena actually observed was natural enough, even for the closest observer if he was not acquainted with the mathematical reasoning which Newton brought to bear, reasoning by which he interpreted the facts differently from Goethe, but in a fashion which gave the only adequate explanation. It is now apparently certain that white light is composite, and that it is really decomposed by the prism which shows different refraction in different rays which enter into the composition of white light. But for some years many eminent men in Germany, unable to appreciate this, followed Goethe's teaching. The explanation,

Helmholtz says, is that Goethe saw things so closely with his almost unrivalled sharpness of perception as an artist, that he was unwilling to surrender his faith in the simplicity and beauty of nature as he conceived it, to lenses and to abstract reasoning. Yet Newton was right in relying on these, just as Darwin, in the end, proved right in relying on minute observation and experiment.

None the less, Goethe's unrivalled power of appreciating beauty gave a new stimulus to the world. He taught it that the merely scientific aspect of nature was not enough to exhaust its meaning. What we call beautiful cannot, as such, be resolved into abstract principles, however true and powerful of their own kind. This is what Goethe tells us, not only in his scientific writings, but in "Faust." If we break up what we experience directly only as concrete, we gain knowledge, but we destroy life. He applied this passion for the individual character of the actual, not only in science, but in art. Art, he declared, needs science in order to teach it where to look and what to look for. And science also needs art to teach it that it does not exhaust by its methods all the concrete riches of the wonderful and many formed world which confronts us. The two kinds of knowledge belong to different orders. They are not in reality inconsistent with each other, simply because they do not aim at the same thing or really employ the same conceptions. Their standpoints are different.

Goethe never fully presented to his own mind all that this implies. Just as he was not a mathematician, so he was not a trained metaphysician. But his was a very keen insight into the character of reality. That was why Spinoza's belief in God as the ultimate reality attracted him so greatly. Thought and extension were for both only attributes of the one Reality.

Goethe made mistakes. He was human, and it is of human nature to err. But, taking him on the whole, his mind was of the largest order that history shows. His insight, as a poet, was, as he knew himself, developed and stimulated by his close and exact observation of things physical and moral. He believed that his power of observation and his interest in what he observed were heightened by the sense that his experience meant for him more than could be recorded in any set of abstractions. For him God was immanent, and this immanence extended to nature as well as to the human soul.

A great creed which has produced a rich harvest! We have still much to gather from what he sowed. For his outlook on life and the world, as his teaching has shown to those who have followed it, was of the greatest and most penetrating kind.

AS OTHERS SEE US—continued.

If this article were not already too long there is much to be said on this latter subject. Suffice it to mention that the democracies of Europe, great and small, like the British Dominions, consider that they have a right to be masters in their own house and to adopt such fiscal and commercial policies as please them. If we try to drive them into large-scale schemes of European organisation in order to increase our own trade we shall only set up their backs. If, on the other hand, we put ourselves in their place, respect their sovereignty and, above all, avoid all trace of insular superiority and condescension, we shall recover the respect and sympathy we have been losing, and with it the persuasive power of our ideals—if we are true to them ourselves.

In the posthumous volume of Bismarck's memoirs, recently published, I find these words: "England belongs to the category of Powers with whom it is not

only inadvisable to form a permanent bond, but on whose assurances even no reliance is to be placed, because the basis of all political relations is more mutable there than in all other states." When we entered the League of Nations, intending it to be a permanent bond, we were resolved to live down this reputation. Are we going to stick to our higher purpose and regain the confidence of the world? For *confidence* is what the world needs most of all at this moment.

August 12th, 1922.

ALFRED E. ZIMMERN.

P.S.—Since the above was written the turn of events in the Near East has brought home to us all the effects of the loss of confidence in "the word of an Englishman" in the whole region between the Balkans Egypt and India. Our dishonesties towards the peoples of that area will be found summarized in a letter by Sir Valentine Chirol published in the *Times* of September 18th.

MANCHESTER AND THE CONVENTION

THE preliminary arrangements for the W.E.A. Annual Convention in Manchester, which is fixed for October 27th and 28th, were announced in the September HIGHWAY. At the Public Demonstration in the Albert Hall on Friday evening, delegates and members will be welcomed by the Lord Mayor of Manchester, Mr. E. D. Simon. The President of the Association, the Lord Bishop of Manchester, will preside. The speakers are Miss Violet Markham, Mr. J. Ramsay Macdonald, and Mr. A. G. Walkden, none of whom require any introduction to W.E.A. members. The first session in Whitworth Hall, on Saturday, will be devoted to the Workers' Educational Trade Union Committee, when Mr. Arthur Pugh and Mr. J. M. Mactavish are to speak. At the second session, Dr. Norman Campbell will discuss the place of science in Working Class Adult Education, and Professor H. B. Charlton the place of literature in Working Class Adult Education.

All applications for tickets for the Demonstration—except for delegates—should be made to Mr. Eli Bibby, 377, Oxford Street, Manchester. Application for credentials to the Convention should be made to the Central Office, W.E.A., 16, Harpur Street. We hope every Branch in the North-West, W. Lancs. and Cheshire, North-Eastern and neighbouring Districts and as many other Branches as possible, will be represented.

Credentials will be posted on October 23rd.

* * * *

The choice of Manchester as the place for holding this year's annual National Convention is particularly happy. The President of the Association is Lord Bishop of the diocese, and has, during the comparatively short time he has lived here, done much to create an enthusiasm for W.E.A. work among the Branches of what is one of the most compact districts of the Association.

The Lord Mayor and Lady Mayoress, Councillor and Mrs. E. D. Simon, have been enthusiastic supporters of the W.E.A. in this area since its inception. The Lord Mayor was, until quite recently, a member of the Manchester University Joint Committee, and is a member of the District Council. Well known to many members of our Association as exceedingly keen educationists, the Lord Mayor and Lady Mayoress have endeavoured to blaze the trail of increased educational facilities.

The W.E.A. Branch in Manchester, after many vicissitudes, has developed into one of the most active in the Association. At one time the despair of the District Council and the University Joint Committee—the activities of the Branch being confined to a number of Tutorial Classes invariably unsuccessful—it has become an efficient educational organisation which is constantly extending its activities. A steady growth in the amount of educational work is being maintained, and much work of a social-educational character is carried on. The Branch has its own choral, dramatic and orchestral societies and the performances given from time to time will bear comparison with those of any amateur organisation. As with most W.E.A. Branches finance is a problem, especially with so many activities to maintain, but the Branch does manage to afford a fair measure of support towards the larger activities of the District. It must not be forgotten, however, that the Branch is in the midst of

much educational activity and reaps considerable benefit therefrom. Powerful assistance is rendered by many members of the University staff, the Vice-Chancellor and Mr. Pilkington Turner among others being ever ready and willing to give every assistance in their power. Classes and other activities are housed in the University, indeed, the relationship between the University, District and Branch is most cordial.

Before the North Western District secured a home in Manchester, the headquarters of the Branch was Holyoake House, the home of the Co-operative Union. Here classes, Council meetings, and social gatherings were held, and the excellent relations then established between the two movements have been further enhanced.

Manchester to the stranger is Cottonopolis. But, strange to say, very little cotton is manufactured in the city—all the great cotton manufacturing houses have their offices and warehouses here, but little of the actual manufacture is carried on. It is the distributing centre for the cotton trade—goods are delivered here from the factories in the various Lancashire towns, and are packed for assignment to all quarters of the globe. As a distributing centre Manchester is one of the largest in the world, the population within a 50 miles radius is greater than within a 50 miles radius of London, and the city is the distributing centre for quite a quarter of the population of the country. Through the medium of the Ship Canal the city—although over 30 miles from the sea—is the third port.

* * * *

Manchester has always tried to combine with business, an interest in education and the arts. W.E.A. visitors will find much to appeal to them. Manchester cannot make up its mind how to build a Central Free Library, but the Rylands Library in Deansgate, open to students and containing some unique books and manuscripts, is worth visiting at the hours when visitors are welcomed. Two other semi-private libraries are those of the Literary and Philosophical Society and the Athenæum, a large popular educational club.

The wall paintings by Ford Madox Brown in the large hall of the Town Hall, are some of the finest examples in the country of civic art. They commemorate important incidents in the history of Manchester. The Art Gallery is not large enough to contain all the treasures owned by the Municipality, some of which are moved out to branch galleries, but it contains some world famous pictures, chief among them important works by Millais and the pre-Raphaelites. The Whitworth Gallery is not so general in its appeal, but its collection of water-colours forms an almost complete historical record of the art. The gallery at the Ancoats Museum is specially interesting to W.E.A. men, for it represents an attempt to bring art to the workers, and was started with the blessing of John Ruskin.

The University Museum, open to the public, has a fascinating collection enriched by specimens of geology and Egyptology collected by members of the University, and it is full of popular interest. The School of Technology in Manchester is perhaps the finest in England, and its equipment for technical education on subjects that range from printing to brewing is wonderfully complete. The Cathedral is, in fact, only an overgrown Parish church, and the most striking feature of it is its record of the territorial connection with Manchester of the Derby family. Heaton Park, with its family mansion turned into an art gallery and a refreshment room, is worth the tram ride to it for the visitor who needs a breath of fresher air more than Manchester usually affords him. In music, the Halle concerts are still the glory of Manchester, but the Tuesday mid-day concerts, which are attended by typical cotton men, are well worth the few pence admission, and the half hour which they demand. They are the latest example of the way in which hard-headed Manchester combines business and the best forms of pleasure.

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VIENNA'S WORKING STUDENTS

By W. H. MARWICK

A BRIEF visit this summer to Vienna, on the pioneer excursion organised by the Workers' Travel Association, gave me the opportunity to seek firsthand information about the workers' educational movement in Austria. I was put upon the right track through information kindly supplied by a Viennese lady doctor attached to the Students' Help Association (whose head is a well-known Edinburgh graduate, Donald Grant), and by Prof. Rudolf Boeck, a distinguished artist, who has been associated with the Society of Friends' Relief work, and is an initiator of the adult school movement in Vienna.

Vienna is a city in which it is notoriously difficult, either to find one's way to a place, to find the place open (*geschlossen* they say has replaced *verbotten* as the ubiquitous notice), or to find there the person whom you want; but after several hours' wandering, I discovered my destination, the Volksheim, and at the third attempt, obtained an interview with the Secretary, Dr. Czwiklitzer. Though absolutely without credentials, we met with the most courteous and cordial reception, both there and at the other main centre, the Volksbildungshaus, where I called alone next evening. I was shown over both buildings, and received much information in conversation with Dr. Czwiklitzer, Prof. Boeck, and the lady in charge of the Volksbildungshaus.

The Volksbildungsverein (People's Educational Union) was founded in 1887, and claims to be the first organisation of its kind in Europe. It was originally a branch of the "General Lower Austrian Educational Union," established in the provincial town of Krems two years earlier, but acquired independent status in 1893. Emil Reich, the historian, and Karl Menger, the economist, have been prominent academic supporters. In its earlier years it was largely devoted to the creation of lending libraries, stocked with standard and educative books. Popular lectures and concerts were instituted, the former frequently grouped in regular series, and in 1890 regular courses of advanced study (*Unterrichtskurse*) were commenced. These had to be discontinued for financial reasons, after 1895.

Their work had, however, already inspired other agents, and on the initiative of the historian, Dr. Ludo Hartmann, the University of Vienna undertook financial responsibility for a scheme which has been compared to our University Extension Movement. This is the "Volkstümliche Universitätskurse," launched in 1895. The Union survives, for organisation, propaganda and the arrangement of popular lectures, etc., on its own account.

The development of these Popular University Courses evinces many interesting parallels with our own work. The staff consists of university professors, lecturers and assistants. The courses are strictly non-sectarian and non-political. Subjects of a scientific and more or less "practical" (rather than "vocational") type are numerous; and experiment, demonstration, the use of the lantern, etc., are much in vogue. Questions and discussion have been encouraged, the familiar initial hesitancy is noted, and illustrations are given of how it has been overcome—by the intervention of a priest in a discussion on evolution, or by adjournment to the less formal atmosphere of the café. All classes are held in the evenings, and last usually an hour and a half. Courses have been held in provincial towns, but, I gather, are at present in abeyance.

Educational trips and excursions, anticipating W.T.A. methods, have for some time been organised by the Union. Another interesting by-product of popular culture was the inauguration in 1906 of a repertory theatre (*Die Freie Volksbühne*), compared by Stern to a consumers' co-operative society. Classical and high-class modern dramas were produced, mostly German, British drama being only represented by one play of

Shakespeare in the first few years. There should be noted also the "Urania," a sort of institute at which popular lectures are given.

The activities of the Union continued throughout the war, though naturally in a restricted degree. One noteworthy fact is that the French and English classes were continued, among the teachers being Miss Levetus, a Birmingham lady long resident in Vienna. Since the war, there has been something of a boom in higher education. Like us, the Viennese are handicapped by high costs and lack of funds. Those with whom I talked could hardly credit that in a "wealthy" country like ours (such is the general opinion as to Britain) there was actually an outcry against and a deliberate reduction of educational expenditure. During these last few years the various educational bodies have become more closely associated, and a special Government department (*Volksbildungsamt*) set up to co-operate with them.

Our Viennese friends have an advantage over us in their possession of two fine centres. The Volksheim (People's Home) was opened in 1901, in Urban Loritzplatz, and transferred to its present site in Koflerpark in November, 1907, the funds for the new building being raised by voluntary subscriptions. The donors are commemorated in the entrance hall. Dr. Michael Hainisch, now President of the Austrian Republic, was one of the founders.

The Heim stands in a commanding position in the Ottakring, an industrial quarter. The ground floor contains the office, a large reading room, and the library. The non-partisan standpoint is borne out by the variety of books on economics, ranging from the works of List and Sombart to Rodbertus and Marx. The other two storeys accommodate a large concert hall, several lecture and smaller class-rooms, natural history museums, physical and chemical laboratories, and photographic rooms. Though it was vacation time, there were several students engaged in the latter; they are so well-equipped as to be sometimes utilised by the University. The English room is occupied by the Ruskin Club, founded by Miss Levetus, for the reading and study of English authors. The English section claims some credit for the widespread knowledge of our language, which is certainly very evident in Vienna. A feature of the Volksheim is the existence of advanced study groups (*Fachgruppen*), on the "seminar" principle, in a variety of subjects. Admission to these depends on the successful completion of the ordinary courses. Class representatives, corresponding to our class secretaries, assist the tutor in each case.

Attached to the Volksheim is a hostel in the country (*Sommervolksheim*), in which "summer schools" are carried on. A branch of the parent institution has been opened since the war in another urban district, Leopoldstadt. A lively appreciative sketch of the "Volksheim" at work is given in a pamphlet bearing that name by M. G. delle Grazie. The last annual report (1920-1) shows 322 courses with 15,323 students. The Volksheim preserves its autonomy, but works in close harmony with the central Verein.

The Volksbildungshaus, which is directly controlled by the latter, was founded in 1909, largely through the bequest of von Aschbach, a local justice interested in education. As contrasted with the Volksheim's scientific bias, it tends to specialise in social and literary subjects. It is a more commodious building, and has attached to it a large lending library, and an excellent book-shop, containing a large variety of French and English, as well as German books. There is a large hall used for concerts and public lectures. Several of the class-rooms were being utilised, at the time of my visit, for an exhibit of drawings and paintings by students of the college, all amateurs with other daily avocations.

The classes under these varied auspices are patronised

by students of both sexes and of all social grades. About one-third of those attending the Volksheim are definitely classed as industrial workers, and a fair proportion of others, whose occupation is not specified, are described as of the same economic class. Though a large number of Trade Unionists give individual support, organised labour gives in the main no official backing. Trade Unions, however, as well as the State, have contributed more largely to relieve the financial strain of recent days.

AN EDUCATION INTERNATIONAL

BRUSSELS INTERNATIONAL CONFERENCE ON LABOUR EDUCATION

ELEVEN countries were represented at the International Conference on Labour Education held on August 16th and 17th, at the Ecole Ouvrière Supérieure, Brussels, under the presidency of M.H. de Man, General Secretary of the Belgian Committee on Labour Education, and the opportunity presented for common consultation and the exchange of experience proved very fruitful. The Brussels Labour College, as the institution would be called in this country, is beautifully situated and well-equipped, and the visiting delegates were much impressed by the general evidence of the strength of the movement in Belgium.

In the session devoted to short verbal reports on the position of the movement in different countries M. de Man spoke of the particularly well developed Centrale d'Education Ouvrière and the United Labour Movement. The Centrale d'Education was founded in 1911; it emanated from the Labour organisation and is entirely financed and controlled by it. Their aim was definitely confined to the needs of the working class. They had classes known as Socialist schools and a library service which had over 200 libraries connected. They had spent a million francs to equip their college.

The Czecho-Slovakian delegates reported that their Workers' Academy, founded in 1895, had a membership of 250,000 direct and indirect members. Their aim was to "qualify the worker for the struggle for new social forms," but they did not restrict education only to members of their own Party. In addition to courses on economic subjects the movement has initiated gymnastic and choral societies.

M. Dubreuil reported that in France, since the great strike of 1920, nearly all the workers' organisations had disappeared, and membership of Trade Unions had seriously decreased. But an effort would be made to create a General Council on Education which would be financed partly by the C.G.T. and partly by other bodies including Trades Unions and the Paris Trades Council.

THE GERMAN MOVEMENT.

There were two reports given on behalf of Germany, one representing the Social Democratic Party and one from the General Federation of Trade Unions. The Social Democratic Party delegate said the Central Education Committee was now under the control of the Social Democratic Party. Before the war there were 450 Educational Societies and a Central Labour College at Berlin. The movement has been split into three Socialist Societies which have their own educational work, the Trade Unions no longer co-operating—the struggle to live leaving them very little surplus energy and time to devote to educational matters. The Social Democratic Party is endeavouring to rebuild the educational movement, its aim being to educate class-conscious workers. They are working in three directions: (1) training of militants; (2) courses for public representatives; and (3) lectures for women and young workers. A Labour College has been established which is controlled by the three Parties, at which there are about 50 pupils.

The Trade Union speaker said that Trade Unions were now conducting their own educational movement. Seventy Trade Unions circulated their own organ with a total issue of 4½ millions. There were special papers for militants, and a special course of lectures which lasted for six weeks. There were 625 libraries generally managed by local Trade Unions jointly. Several unions have their own particular work, e.g., the Metal Workers' Union is responsible for 107 libraries. Five million marks were spent last year on the provision of libraries and courses of lectures, in addition to the sums spent by local unions. There is a special paper for women workers which has a circulation of 460,000. They now have a Labour Academy which was founded by the German Government in 1920 at Frankfurt. There were 50 pupils the first year, but last year this was reduced to 42 owing to expense. The cost for each pupil last year was 30,000 marks. This year the Prussian Government has established two Labour Colleges. With the universal establishment of Works Councils, they are now making an attempt to educate workers to take their share in the management of industry. One Central College has been started for this purpose and in 159 towns courses for workers have been arranged. The Workers' College finance is partly met by the State and partly by the Trade Unions. Altogether 1936 Workers Councillors have been trained at the Berlin College.

For Great Britain Professor Hall reported on the Co-operative work, Mr. Furniss for Ruskin College, Mr. Miller for the Labour Colleges, and Mr. Mactavish for the W.E.A. and the Workers' Trade Union Committee. Mr. Mactavish, who, by arrangement acted as the spokesman also of the General Council of the Trade

The funds are drawn from fees, donations, subscriptions, charge for concerts, lectures, etc., hire of accommodation to other organisations and grants from government or local authorities. The administration is vested in a democratically elected committee. In words that ring familiar the main principle of the movement is summed up by the veteran leader Dr. Hartmann: "We seek to educate the whole man to awaken the Intelligence and to aid in every way in teaching every one to think."

Union Congress, referred briefly to the attempt of the Congress to co-ordinate the efforts of all organisations dealing with education of the workers in Great Britain.

The American delegates explained that a Workers' Education Bureau was brought into existence a year ago at a Conference of Trade Unionists and Teachers, to collect information relative to education arranged by organised labour, to stimulate the movement, to act as a publicity organisation and as a registration bureau for teachers, and to study the best methods of tuition for the different workers' educational enterprises. For the first time in forty years the American Federation of Labour has agreed to the terms of a co-operative arrangement to entrust the education of its membership to an organisation over which it did not exercise complete control. The Americans are carrying on their class struggle in their own way; they report that they are not too much concerned with "isms."

Reports were also received from the Dutch, Swiss, Danish, Austrian, Swedish, Luxemburg, and Australian delegates. Mr. Guido Barrachi of the Victoria Labour College said that they in Australia felt very much their isolation from the British and American movements. Teaching in the College was based on Marx and Engels.

EXCHANGE OF STUDENTS.

The subject of the "Exchange of Students" was introduced by Herr Weimann (Germany). He thought holiday travelling for workers should be encouraged to enable them to gain a knowledge of conditions in the various countries and capitals. This knowledge would obviously be somewhat superficial, but it would be useful. An international exchange covering some months' duration would clearly produce better results. The Belgian Education Committee and Ruskin College were now exchanging students to mutual advantage. Another alternative would be the institution of International Labour Colleges. Mr. Mactavish suggested that where possible there should also be an exchange of teachers. He instanced such exchanges which had taken place in England.

M. de Man claimed that every existing Labour College should be international and he invited organisations represented at that Conference to regard their College as international. He would be pleased to enter into negotiations with anybody on such lines. Mr. Sanderson Furniss (Ruskin College) said the difficulty to be met was mainly financial; he favoured the establishment of a Central fund to which the various Unions and Societies could subscribe, scholarships to be provided for residence in what could become International Labour Colleges.

THE RESOLUTIONS.

After some further discussion the following resolution was carried:—

"That this Conference calls upon the International Trade Union Movement to consider the question of the exchange of students as between the Labour Colleges in different countries and the possibility of providing an international fund for this purpose."

The next resolution moved was:—

"The International Conference on Labour Education assembled in Brussels August, 1922, welcomes the important work which, as appears from the reports given, is being done in the various countries for working class education. The Conference appeals to the national and international organisations, industrial, political and co-operative, to continue this work with all their energy for the furthering of the economic and political emancipation of the working classes."

Mr. Craik of the Central Labour College desired the insertion of the word "independent" before working class; to delete all after the word "furthering" and to substitute "of the efficient conduct of the struggle against National and International capital." After discussion Mr. Craik withdrew his amendments. He registered his protest against the resolution not being strong enough, but he recorded his vote in favour of it.

The following resolution was unanimously adopted:—

"This Conference requests the Centrale d'Education Ouvrière of Belgium to take steps to ensure the maintenance of relations between the organisations here represented until the holding of the next Conference which it is decided shall be held two years hence, and to consult with the Amsterdam Trade Union International on the possibility of creating a permanent clearing house for the International Education Movement."

FINGER-POST NOTES

News and Notes from Districts and Branches

Scottish Week-End Schools.—The W.E.T.U.C. Scottish Division organized a Week-end School at Creity Hall Farm, near Loch Lomond, for 26th-28th August. The number of applications exceeded the accommodation by about 100 per cent., and it was ultimately decided to have two week-ends, the W.E.A. contributing the difference in cost between the original estimate agreed to by the Iron and Steel Trades' Confederation and the actual cost. The second School was held at the U.C.B.S. Camp, Rothesay. Altogether 26 members of the Confederation attended, drawn from Glasgow, Bellshill, Mossend, Coatbridge, Airdrie and Motherwell. At each School W. H. Marwick, M.A., gave three lectures on "Psychology and Society," followed by discussion which usually exceeded the allotted hour by a considerable margin.

The first lecture described the principles of modern psychology—the points of distinction between the "old" and the "new," with a warning not to make too much of the distinctions; the second with the principal factors in social psychology—instincts, emotions, etc., as raw material variable and capable of being developed, modified or thwarted by the physical and social environment; and the third with the psychological basis of society, and of many forms of social activity. He indicated the psychological basis of the classical economics, of Hobbes's autocracy, of justification of aristocracy, of modern propaganda through suggestibility of the mass; war and the "instinct of pugnacity," and spoke of the application of psychological method to education, industry, medicine, problems of crime and punishment, and politics.

A remarkable feature of the School was the keen discussion at all sessions of the social psychology of Trade Unionism—particularly the motives actuating the workers' attitude of support, opposition, and indifference; its successes and its failures—war, industry, sport, gambling, etc., all drawn from and illustrated by the experience of the students in their everyday life at home, in the workshop, branch, etc. The most hopeful outcome of the discussion was the feeling that human nature was not a fixed immutable thing, but could be consciously influenced and changed by human effort.

WESTERN DISTRICT NOTES.

Bristol.—The second Summer School at Bristol was an unqualified success. The subjects arranged for were "Human Geography" (Mr. W. W. Jervis, M.Sc.), "Psychology" (Rev. E. C. Childs), "Literature" (Dr. P. Howarth, M.A.), and "Economics" (Mr. Hubert Phillips, M.A.). The School was well attended, over thirty students being present each week. Canynge Hall was placed at the disposal of the School by the University of Bristol, as was also the playing field at Stoke Bishop. Many classes were held in the grounds of the Royal Fort. Several attractive evening lectures, with demonstrations, were arranged at the University. Excursions to Avonmouth Docks, Clifton Gorge, and an outing by char-a-banc to Portishead, Clevedon and Weston-super-Mare added greatly to the enjoyment of the School. The opening address of the President (Dr. G. Lloyd Morgan, F.R.S.), on "The Art of Thinking," and his subsequent lectures on "Memory," were very much appreciated, as was also his contribution to the musical programme at the final sing-song and fancy dress dances.

Bath.—An attractive series of summer rambles and outings have proved very enjoyable. The programme for the winter includes tutorial classes in "Human Geography," "Social Economics" and "Literature." Also classes at Twerton and Walcot in "Economics."

Bridgwater.—Mr. J. R. Churchill, B.A., is to be the lecturer for the coming session, the subject being "The Growth of Freedom."

Bridport.—The summer session concluded with a very successful outing to Ford Abbey, over fifty being present. It is hoped to run two classes this session: "European History and Literature of the XIXth Century," and "Economics."

Bristol.—A very full programme has been arranged for the coming session, including tutorial classes in "Economics," "Social and Political Theory" and "Psychology," and one year classes in literature, psychology, industrial organisation, history, economics, etc. Classes are also being arranged at Avonmouth, Horfield, Kingswood, Brislington and Bedminster. A full list of Saturday afternoon excursions, lectures, etc., have also been arranged, and a series of whist drives for Saturday evenings.

Cirencester.—Mr. Caulfield Osborne is again to be the lecturer for a course in "Psychology." The Union of Postal Workers are taking an active part in the work of the branch.

Holcombe.—A new branch has been started, and arrangements have been made for a one year class in "Somerset History, etc.," the lecturer being the Rev. Father Horne, who is well-known as a writer on Somerset folk lore, etc.

Midsomer Norton.—Two classes have been arranged for the coming session: A tutorial class in "General Science" and a one year class in "Colonial History."

Radstock.—The tutorial class in "Human Geography" will enter on its third year. A class in "International Politics" has also been arranged.

Street.—The subject for study this session will be "Colonial History," the lecturer being Mr. J. R. Churchill, B.A.

Swindon.—A class in "Human Geography" has been arranged and several one year classes are in course of arrangement.

Taunton.—Mr. Henry Corder will again be the lecturer, the subject being "Architecture." The Union of Postal Workers are co-operating in a class in "Economics."

Weymouth.—The tutorial class in "History" enters upon its third year. It is hoped to arrange one year classes in "Literature and History."

Winscombe.—Dr. F. W. Rixon will again be the lecturer, and an attractive course in "General Science" has been arranged.

SOUTH-WESTERN DISTRICT.

There is every prospect that the number of last year's classes will be maintained, if not exceeded, during the forthcoming session. In Cornwall there may be a few more classes in view of the fact that we have been able to place more tutors on our panel. These additional tutors have been secured by means of a circular addressed to the staff of all the Secondary Schools in the county, which was signed by the County Education Secretary and the District Secretary, W.E.A., as Joint Secretaries of the Cornwall Adult Education Joint Committee.

In Devon attempts are also being made to open up new centres, but it is too early yet to say whether they will be successful. Some of the difficulties have been overcome; and it now only remains to stimulate the demand in some of the smaller centres of population.

Two more University Tutorial Classes will be commenced, and the centres chosen are Exeter and Launceston.

NOTE.—The circular, which has just been received from the Board of Education, may affect the above arrangements.

W.E.T.U.C. Divisional Committee.—The initial meeting of this Committee was held in the District W.E.A. Office on Saturday, 2nd September, and steps were taken to develop the educational work amongst the U.P.W. members. A letter has been drafted for circulating to all the U.P.W. Secretaries in the division, which will outline the scheme and appeal for their interest and co-operation. Arrangements for Week-end Schools are also to be suggested to the U.P.W. Branches at Penzance, Exeter and Plymouth. Mr. A. Seaton, of the U.P.W. National Body, was appointed Chairman of the Committee.

Finance.—A scheme to allocate part of the financial responsibility for the District has been circulated to the Groups and Branches for discussion at the next Federation meetings. The scheme suggests that each Group and Branch should be graded, and that a fixed minimum sum should be allocated to every Centre to be raised if possible during the winter. So far almost all the replies received are in favour of the principle of the scheme.

SOUTHERN DISTRICT.

The decision of the Board of Education to limit the number of classes involves a serious curtailment in our plans for the coming session. Inquiries from various parts of the District indicated a considerable increase in the number of one-year classes. These came mainly from rural centres which are difficult and costly to work and therefore dependent on aid from national and local authorities. The latter are in the same mood as the Board, and 1922-23 will therefore have to be devoted to consolidation rather than expansion. It is hoped that several W.E.T.U.C. classes may be formed in spite of the difficulties in the way. Mr. F. W. Cuthbertson, the lecturer under the Cassel Trust scheme, is already provided with a full programme for the winter.

The Portsmouth Education Defence Committee (inaugurated by the W.E.A. Branch) is dealing with the proposed exclusion of children under six and the threat to Secondary Education contained in the Economy Bill.

LONDON DISTRICT NOTES.

In view of the present restriction of public educational expenditure, it is becoming increasingly doubtful as to whether all present demands for classes can be met. Details of suggested tutorial and one-year classes are being issued separately in a London HIGHWAY Supplement. It is hoped that it will be possible to organize a number of study-circles and lecture-courses to meet the present need. In addition to requests for economics, social history, literature, and psychology, it is interesting that French, biology and philosophy, claim a place.

Mr. G. D. H. Colc is beginning his duties as staff-tutor for tutorial classes, and it behoves us to make as much use of him as he evidently wishes us to do.

A series of public addresses on adult education are being arranged by the British Institute of Adult Education in co-operation with the District. The first is to be given by Lord Haldane on Saturday the 25th November at 3 p.m., at King's College, Strand. Tickets will shortly be obtainable from the District Office at 1s. each.

STUDY CIRCLE IN THE NEW ECONOMICS.

A Study Circle has been arranged by the Central London Group of the Social Credit Movement, which non-members may join for a fee of 2s. 6d. for the course of 12 meetings. These will be held fortnightly at the Emerson Club, Buckingham Street, Strand, commencing Friday, October 13th, at 8 p.m.

THE BOOK ROOM

General.

During the past month circulars detailing the services offered to the movement by the Central Book Room have been sent to each W.E.A. Branch Secretary and to as many Class Secretaries as are included in our records. If any Class Secretary has not heard from us and does not know how the Central Book Room can help him, let him write to us at once.

October is usually our busy month. Classes are reopening all over the country, and the resultant orders are heavy. We like these, but since neither our staff nor the number of working hours can be extended indefinitely, and since it is usually also a busy month with publishers, delays may possibly occur. We ask for patience if books are not always sent by return. We ask also that orders shall be sent as soon as possible before the date on which they are required.

Send all the orders you can. Make a rule of ordering all your books through the Branch or Class Secretary. W.E.A. funds, both at the Centre and locally, will benefit. Here is a way of financing your own movement. Take it yourself and urge others to do so too.

How to finance the W.E.A. is always worrying us. Here is one way: In one way or another our movement buys many thousands of pounds' worth of books in the course of a year. If all your orders came through the Central Book Room we should be a long way towards solving the problem of how to finance the W.E.A.

Some folk only use the Central Book Room in order to secure information or bibliographies, books difficult to get elsewhere, and then take their other orders, and sometimes orders actually based on information supplied by us, direct to the nearest bookseller. We do not charge for this service, but we ought to get the business resulting from it, and we can only continue to render the many services offered by the Book Room—which entail keeping continuously employed an efficient staff—provided the volume of business coming in steadily is sufficient to pay for their services.

We can only secure the special W.E.A. Cheap Editions—which represent pounds saved to those who secure them—provided the offers are taken up AT ONCE and cash sent with orders.

New W.E.A. Cheap Editions now Ready.

HOW ENGLAND IS GOVERNED, by the Rt. Hon. C. F. G. Masterman. 4s. 6d. post free.

THE LOCAL GOVERNMENT OF THE UNITED KINGDOM, by John J. Clarke, M.A., F.S.S. 5s. post free.

BERGSON AND EDUCATION, by Olive A. Wheeler, D.Sc. 3s. 6d. post free.

This book covers:—

Part I.—Bergson's Philosophy.

Part II.—Bergson's Philosophy and New Ideals in Education.

SOCIAL STRUGGLES IN ANTIQUITY, by Max Beer. Translated by H. J. Stenning. Leonard Parsons.

In this book the author relates the slave rebellion in the Roman Empire, interprets the utterance of the Jewish prophets in the light of the conditions of Palestine, describes the communist organisations of Sparta, and discusses the views of Greek Philosophers upon Socialism and Individualism. It is the first volume of a "General History of Social Struggles" and of immense interest to students.

Published at 6s. a Special W.E.A. Cheap Edition in paper cover is offered at 3s. 6d. post free. Per 12 copies 40s. post free. Orders must be sent at once if the Cheap Edition is to be secured. For single copies send cash with order.

Individual readers of the HIGHWAY not in touch with a Branch or Class, but desirous of securing details of these offers, should send us their name and address for our records at once.

Tips.

A few tips for those dealing with the Central Book Room may not be inappropriate:—

Address all enquiries and orders to:—

The Central Book Room,

Workers' Educational Association,

16, Harpur Street,

Theobald's Road, London, W.C. 1.

With small orders send cash with order, unless you have a Deposit or Current Account with us. This saves labour and expenditure in booking.

Orders for single books should, as far as possible, be sent through the Branch or Class Secretary. This saves postage and will help local funds.

Give as much information as possible about the book you want, and state latest date at which books are required.

When ordering a number of books do not number the separate items, but distinguish them by (a), (b), (c), etc.

Postcards for ordering books can be supplied on demand.

Catalogues, Bibliographies, advice on courses of reading, etc., can be supplied to all using the Book Room.

Do all you can to increase the volume of orders coming to the Book Room.

Affiliated Societies.

Do not forget that the members of any Society affiliated to your Branch are fully entitled to the service of the Central Book Room, including the special Cheap Editions. This is a real advantage to them, and you should bring it to their notice at every opportunity.

FROM HEADQUARTERS

W.E.A. ONE-YEAR CLASSES.

As in previous years we ask, at the beginning of the Class Session, that all responsible for completing and forwarding Application for Recognition Forms for the Board of Education in respect of W.E.A. Classes will see that these forms are sent in with the minimum of delay. Since we first called attention to this there has been a considerable improvement. The Board sends us the following interesting comparative table in respect of the last two sessions:—

	1920-21.	1921-22.
Total number of applications ...	177	186
No. received within a fortnight of opening ...	103	101
No. received at a later date ...	74	85

That this is a steady improvement will be seen from the following percentage table:—

	1919-20.	1920-21.	1921-22
	%	%	%
(a) Within 2 weeks of opening ...	39.3	58.2	54.3
(b) " 1 month " ...	66.8	78.0	80.6
(c) " 2 months " ...	92.0	91.6	98.4
(d) Over 2 " after opening ...	8.0	8.4	1.6

We would like the assistance of all concerned this year to eliminate altogether item (d) and to improve on the others.

W.E.A. FINANCE.

At the annual meeting of the Central Council held in July last, to which was presented the recommendations of the Central Executive based upon the Final Report of the Financial Secretary, the following resolutions were unanimously endorsed:—

- (1) That in view of the serious financial position of the Association and with a view to increasing the contribution payable by individual members of Branches of the Association, Branches, as from the beginning of the current financial year (1922-23), contribute in respect of each of their individual members 1s. to the District Funds, and 6d. to the Central Funds, and that, whilst each Branch fix the amount of Annual Subscription of its own individual members, Branches be urged to adopt a minimum of 2s. 6d. as early as possible.
- (2) That Branches contribute to their District Authority an amount of at least 3d. in the 1s. of all monies received by them in respect of affiliation fees of Organisations, and that special campaigns to secure new affiliations be carried out.
- (3) That provided the 6d. per annum per Branch Individual Member is paid to Central Funds, the Districts be free to postpone the operation of the clause in whole or in part for a period of one year from the adoption of the clause.

It is estimated that if the above resolutions are put into operation by every Branch so far as the 6d. to be paid to the Centre in respect of each Branch Individual Member is concerned, a sum of at least £500 would be available for the funds of the Centre.

The actual method of collection of this amount from Branches is at present under discussion, and a communication will be sent to each Branch in due course by its respective District Authority.

W.E.A. POLICY.

In response to numerous questions which have been raised in regard to the Policy of the Association, the National Executive, at its meeting held on May 27th, 1922, passed the resolution which appears below:—

"That, as stated in the memorandum of the W.E.A., appearing as a preface to the pamphlet 'Adult Education,' the W.E.A. regards itself as an educational expression of the Working Class Movement. The Executive considers it important to emphasise that the Association is a Non-Party Political and Non-Sectarian body, which has as one of its objects to stimulate the demand for education and to provide facilities for satisfying it in the interests of all workers. It is of opinion, therefore, that with a view to avoiding misunderstanding on this point, due care should be taken that all written or spoken pronouncements invited from or given by officials and members as representing the W.E.A. should be consistent with the policy of the W.E.A. as defined in the preceding part of this resolution."

(Signed) W. MANCHESTER, President.

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The Highway

A MONTHLY REVIEW OF ADULT EDUCATION
And the Journal of the Workers' Educational Association

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NOTES OF THE MONTH

AT the time of writing these notes it appears that the Annual Convention of the Workers' Educational Association, which falls too late in the month to allow of notice in this issue of THE HIGHWAY, will take place at a moment of almost unparalleled political excitement. At that meeting a large portion of the attention of delegates is being given to the consideration of important developments in the Workers' Educational Trade Union Committee scheme. This is a very significant fact. For years past many Trade Unions have been affiliated to the Workers' Educational Association, but until three years ago none had organised special schemes of work for their own members in connection with the Association. In October, 1919, a National Trade Union first asked the W.E.A. to organise a scheme under which they could grant special facilities for education to their own members, the upshot being the establishment, in conjunction with the Iron and Steel Trades Confederation, of what is now known as the W.E.T.U.C. Mr. Pugh, a member of the General Council of the Trades Union Congress, who took a prominent part in founding the new organisation, is one of the speakers at the Convention. Happily, the experimental arrangements made with the Iron and Steel Trades Confederation proved successful, and other national Unions have adopted similar schemes.

The Union of Post Office Workers remits the fees of students attending classes approved by the Committee and making the required number of attendances; it also provides forty scholarships to Summer Schools, and has organised special week-end schools for its members. The latest Union to undertake a scheme of this kind is the Railway Clerks' Association.

This movement, inaugurated by the workers themselves, is capable of far-reaching development, and the near future may see a very great extension. The resolution of the Trades Union Education Inquiry Committee, adopted by the Trades Union Congress and reported in our last issue, is already being acted on, and arrangements have been made for a meeting of the Committees concerned. Meanwhile great interest is being shown in the work, though Glasgow has to report

that continued unemployment in the steel and iron trades is a serious obstacle. "Semi-starvation," says the writer, "does not tend to an enthusiasm for education in the adult any more than in the juvenile."

* * * *

We print this month a copy of a statement submitted by the W.E.A. to the Committee on Exchequer Grants in connection with the proposal made by the Geddes Committee to abandon the system of "percentage grants" under which the State, as represented by the Board of Education, contributes out of Imperial taxes a percentage of the approved expenditure of Local Education Authorities, and to substitute for that system one of "rationing." This would mean that the Board, in "rationing" to Local Authorities the sum allocated by the Treasury for education, would in practice become the real arbiters of how much each Local Authority might spend, and there would be a serious infringement of the powers exercised under existing conditions by Local Authorities. The W.E.A. maintain that no case has been made for the destruction of the present system, and they suggest that, to secure educational efficiency and to do justice as between rich and poor Local Authorities, it is desirable that the percentage grant should be coupled with an additional grant related to the rateable value compared with the school population of any Authority. In this way we might attain something approaching equality of opportunity for the school child and equality of burden for the ratepayer.

* * * *

The resolution on the subject of Government Grants which is to be put at a Special General meeting of the Association of Education Committees to be held on Friday, November 3rd, is as follows:—

That the evidence to be given on behalf of the Association before the Departmental Committee on Exchequer Grants be based upon the following principles:—

(a) Until at least greater financial stability has been established, and until the question of greater uniformity in assessment for rating purposes has been satisfactorily dealt with, the existing grant system, with the statutory provision of a minimum grant equal to 50 per cent. of approved net expenditure, should be retained, and such system should be applied notwithstanding a reasonable limitation of the aggregate grant.

(b) The aggregate grant, if limited, should be not less in amount than is required to maintain the existing educational system in efficiency, and to allow for reasonable gradual development.

(c) The distribution of "limited" grants should be made only in accordance with stated principles.

(d) Adequate provision for additional grants to necessitous areas must be made.

(e) Each local education authority should be informed not later than in the month of February of the amount of grant it may expect to receive in respect of the ensuing financial year.

(f) There should be less interference by the Board of Education with local education authorities in the administration of duties imposed on them by Act of Parliament.

* * * *

The recent Conference at Oxford, convened by the British Institute of Adult Education, was undoubtedly a success. It was a large and miscellaneous gathering, and the agenda was too crowded to enable the Conference to go very deeply into any of the matters which it discussed; but it was valuable because it did give to many persons concerned in educational administration and in teaching, at least a rudimentary knowledge of the aims and methods of the adult education movement. A good many Local Education Authorities, and a wide variety of University and other educational bodies were represented; and, if there was at times some confusion of tongues among the many spokesmen of different movements, at any rate most of those present returned home knowing rather more than when they came. The work which the British Institute has before it is quite distinct from the work of the W.E.A., and the other working class educational bodies. These have their hands full with organising classes and stimulating the demand for education among the workers: the Institute exists largely in order to preach to the unconverted, and to convince Local Education Authorities and even Universities that Adult Education is really a vital branch of the national service of education. Working on these lines, the British Institute can do very useful service, penetrating into quarters into which the distinctively working-class movements find entrance far more difficult. But the work of the Institute is mainly valuable only if bodies like the W.E.A., with their more definite aim and attitude, follow up energetically with demands that the recognition of the need for Adult Education shall not merely be espoused in pious resolutions, but shall take the shape of practical help to the bodies which are trying to do the actual work.

* * * *

In response to the general outcry against the proposed changes in the Code for Public Elementary Schools, the Board of Education extended the period during which representations by public bodies may be made. They have also stated that in the event of the Economy (Miscellaneous Provisions) Bill becoming law Article 53(c) of the Code will be amended so that parents will still have the right to send children under the age of six to school if they so desire, and the Local Authority will have no option but to make provision for such children.

* * * *

The resolutions passed at a meeting of representatives of various bodies interested in education at the office of the National Union of Teachers on September 15th last, to which reference was made in our last issue, have now been circulated. The resolution on Secondary Schools is of such importance to all those interested in higher education that we quote it in full, and ask all our readers to consider the extent of the menaced restriction of secondary education in their own districts. It is true that the full effect of the change will not be immediately known, but it is already clear that the tendency is to restrict rather than to extend secondary school places; this means a distinct set back to the policy consistently advocated by the W.E.A. of aiming at a universal system of secondary education, for which a programme of continuation schools is but a poor substitute. The resolution of the September Conference ran as follows:—

"This Conference declares that the policy of the Board of

Education in prohibiting any extension of Secondary School accommodation, in severely restricting the number of free places with consequent exclusion of scholars fully capable of profiting by a course of Secondary Education, in refusing to recognise certain expenditure of Local Authorities on objects approved by Parliament, and in further restricting State subvention of higher education below the limit allowed by Section 118 of the Education Act, 1921, will deprive a number of promising pupils of those advantages which a course of Higher Education would confer, and will inflict permanent injury on the civic, industrial, and commercial life of the country."

* * * *

On August 1st last, the London County Council decided to establish eleven Day Continuation Schools, at which attendance is, of course, with the abandonment of the original Fisher programme, voluntary. The publication of the curriculum, which appeared to be purely vocational in character, was received with some misgiving as a surrender to those who were only prepared to support education continued beyond the primary stage for utilitarian purposes. The prospectus stated that the schools would "offer a valuable opportunity for obtaining, during the day, free instruction related to the various types of employment." Clearly this was only half the educational loaf. Whether it is better than no bread remains to be proved. In actual practice, the schools may be much better than their promise. There are already more than 3,000 students enrolled, some of whom had been scholars in the short-lived compulsory continuation schools. They are reported to be very keen on their work, and the syllabus may prove to be more elastic than appears at first sight. The minimum hours of attendance are six, and the maximum fifteen.

* * * *

The *Scottish Educational Journal* give the following advice to their readers: "The general election is, in the opinion of most politicians, almost upon us. Now that is the time when teachers should be particularly active. It is their duty to pledge as many candidates as possible against any further curtailment of educational opportunities for the children of the nation. It does not matter what political party you belong to so long as you exact the price of your support and influence from the candidate you would otherwise like to support. Promises have been made at such times that are very useful in times of crisis afterwards. Don't talk much about salaries. Members of Parliament have very little to do with them. But do talk about the children and about the way in which the standard of education is being lowered from the ideals of 1918. You will find few candidates, at this time, who will defend the curtailment of opportunity, but they ought to be pledged."

* * * *

Old readers of THE HIGHWAY will remember a column conducted at one time by Mr. G. D. H. Cole, in which queries sent in by students were answered. It is proposed to reserve a column for students in each issue of THE HIGHWAY from December onwards, and an effort will be made to give assistance to students in the way of answering questions or directing the inquirer to accessible and trustworthy sources of information. A student attending a class on Economic History will not want help from us on that subject, because he will go to his Tutor for it; but he may be puzzled to find information he wants on some point on philosophy, or history, or literature, or current politics on which he feels he must form an independent judgment.

* * * *

One of the reasons for the existence of THE HIGHWAY is the desire to be of practical use to the student. So the Editor has secured promises from various Tutors, who have been kind enough to agree to answer *bona fide* questions from serious students—in moderation. There are questions and questions, and even THE HIGHWAY queries column cannot be a universal Open Sesame.

ON TEACHING ECONOMICS

THE Tutors' Association has done a service to the study of Economics in the discussions on methods of teaching that it has arranged at its recent conferences. There is nothing in England to correspond with the regular discussion of methods at the annual meetings of the American Economic Association; yet the rapid increase in the number and variety of students coming to classes in Economics makes such discussion desirable. No finality can be expected from them; classes differ and teachers differ, and for both reasons methods may vary infinitely. But few teachers who took part in the discussion at Leeds and Oxford could have come away without some feeling of dissatisfaction with existing methods or without finding some suggestion for improving them.

Tutorial Classes are the easier task. In them, there is some economic experience to build on; the difficulty is to translate into the concrete terms of ordinary life the abstractions of theorists, and to piece together the ragged edges of the class's experience with the equally ragged edges of the available economic literature. With undergraduates the teacher's first difficulty is to awaken a sense of the significance of economic terms (and to keep it alive in himself), and to preserve the human interest of the study without losing the ideal of objective scientific treatment. The differences are less than the common elements. In both there is the difficulty of choosing a pace that is neither too stiff for the slower members nor too boring for the more speedy; of balancing the advantages of exhausting a small problem against the desirability of covering a larger number of subjects; of steering between the danger of leaving the class without the guidance and assistance it has a right to expect and the equal danger of providing it with the results of the lecturer's reading and thought as a substitute for its own. And in both the question of what to teach comes up. It is true that Tutorial Classes decide their own subject; but their choice is necessarily limited by their tutors' capacities, and in any case they rarely do more than choose a broad subject like Economics, leaving the tutor to decide the choice of matter to be dealt with under that head.

I had recently to examine a class which had been introduced to the analysis of demand in the light of the law of diminishing utility by a very able teacher. I asked them why a Bible, costing £200 to set up in type, could be sold for 5s., when a novel, costing perhaps £50 to set up, was sold for 7s. 6d.; what I wanted was to discover whether they had thought about the relation of output and standing charges to price. Only three out of over sixty members of the class pointed out that the Bible was a standard article with a steady sale and the cost of printing off additional copies negligible once the type was set up, while the novel was a speculative product of which only a limited edition would be put on the market. All the rest explained the difference in terms of diminishing utility without reference to varying costs of production for different outputs; they explained that there was a Bible in every house so that the marginal utility of an additional Bible would be low, while the novel, being the subject of current conversation, would excite a furious desire to possess it; the more ingenious added that the novel, being copyright, was a monopoly and would be issued in successive editions at 7s. 6d., 5s., 2s. 6d. and finally 1s., to tap successive layers of demand. The moral I drew was not that the law of diminishing utility was unimportant, but that the formal presentation in their logical order of such conclusions as economic science has been able to reach is not the best, and may well be the worst, way of enabling students to use them in the solution of actual economic problems.

I drew a similar conclusion from another experience. I once inspected a class in a commercial evening school under a progressive Education Authority, at which a

rather inarticulate teacher explained the law of comparative cost in terms of two countries, A and B, whose sole economic interest lay in the production and consumption of two commodities, x and y . When he had finished his exposition, a bright young lady asked him if he really meant it, and anyway could he mention a case where it had actually happened. He pondered for some time, and then admitted that he couldn't, but pleaded that that was how it was "in the books." Doubtless his reading was not wide enough.

At the other extreme was a class I visited several times in Amherst, a Massachusetts College. It was not a class in descriptive economics or social problems or any other subordinate division of economics; it was a class in General Economics, but it was approaching the problem of General Economics through an examination of the specific case of the American railroad situation. The professor in charge confined himself mainly to suggesting lines of enquiry, giving references, and supplying criticisms which the ordinary discussion of the class had failed to elicit. In the third term the class had appointed a committee to formulate the immediate problems of policy presented by the then situation, and, this done, had appointed two sub-committees, one to formulate a programme of reconstruction on the assumption of public ownership, the other on the assumption of private ownership.

The class, I was shocked to discover, had never heard of a demand curve. On the other hand the better students had formed the habit of consulting the reports of the Inter-State Commerce Commission, the reports of the Supreme Court, and the records of Congress. The study of Economics is enormously facilitated in America by the peculiarities of the American Constitution; every question of economic or political principle that can ever be of any practical interest comes up at some time or other before the Supreme Court in an action to test the constitutionality of some proposal which implies the principle, and is argued out at length. Our Law Reports are not so comprehensive and relevant to economic studies, and the method followed by this class might be difficult to follow here. The products of the training afforded by this method might have failed to get a second in any Honours Economics School in this country; but they were alive, and showed initiative, judgment and scholarship in the independent enquiries they took up in their post-graduate careers; moreover the orthodox schools of Economics in the bigger Universities snapped them up for instructorships.

The instances that I have given—merely because they occurred in my own very limited experience—are none of them perhaps fair samples of the results of different approaches to Economics. But they do, I think, suggest that the method of teaching is of an importance at least as great as that of the body of economic doctrine taught, and that lecturing is a very imperfect method. The difficulty is to find a substitute. Economists have no Law Reports to use like the teachers of law, and to base one's courses entirely on the so-called social problems on which Royal Commissions and Departmental Committees have reported would be to study the pathology rather than the normal physiology of industry. Recent text-books all begin by stating the problem Economics sets out to solve—the problem of explaining how the Economic system works—instead of by stating the "nature of an Economic Law," and a teacher who can present the whole subject matter of Economics as a series of problems will have solved his teaching problem. And there is a tendency to treat the classes of Political Economy less as inspired texts (calling, like other inspired texts, for much exegesis) than as historical documents to be read and studied in the light of the social problems of their time. But these methods only improve the lecture without providing a substitute for it, and it is the substitute we want.

HENRY CLAY.

REPARATIONS AND INTERNATIONAL DEBTS

DURING the past two years the problem of reparations and, in recent months, that of inter-allied indebtedness, has been coming more and more into the forefront of international politics. The solution of this question is the key to a great part of the wider problem of economic reconstruction. In a recent speech at the Convention of the Bankers' Association in New York, Mr. McKenna made an interesting contribution to this very knotty question.

Dealing firstly with German reparations he contended that it was impossible for her to pay any appreciable sum by the normal method of the export of goods. The only source from which such payments could be made is the German holdings of foreign currencies, and balances held abroad to the amount of, perhaps, £200,000,000. She has no more foreign securities available. If a moratorium was granted to Germany for two or three years the mark would cease to fall and would probably increase in value, in which case it should not be difficult to induce the holders of these balances to sell them to the German Government for marks, and they could then be handed over in payment of reparations. This is all that Germany could pay for several years.

The suggestion of Mr. McKenna is worth serious consideration. It is of interest to see that he puts the maximum she can pay during the next few years at £200,000,000 in all. But even so his proposal seems open to serious objections. In the first place a large part of this £200,000,000 is required to finance the foreign trade of Germany and could not be sold to the Government without dislocating most seriously the organization of Germany's foreign trade. Secondly, the present value *in marks* of even £100,000,000 is so large that it would require the printing, by Government, of a tremendous quantity of notes in order to pay the holders who are being bought out, for it would be too large to be paid out of taxation. The result would be more inflation in Germany, higher prices and a renewed fall in the exchanges.

Now Mr. McKenna agrees that the German Government cannot secure these balances by force, and can only obtain them if it is to the advantage of their holders to sell them. But this would clearly not be the case in view of the inevitable chain of events just pointed out. We are forced to the conclusion that not even this suggestion will help to extract reparation payments from Germany. Such payments can only be obtained if she is granted a moratorium of two or three years, during which she would have time to balance her budget and to acquire an actual budget surplus. Once she is in this position she can use this surplus to finance payment to the Allies to an equivalent extent, and a steady stream of annual payments would be forthcoming.

The latter part of Mr. McKenna's speech has to do with the settlement of Inter-Allied indebtedness. Here he feels convinced that, with the exception of England, none of the European countries are in a position to repay their war borrowings. He excepts England because she still holds large quantities of foreign securities, which he estimates at about three times the value of the British debt to the United States. A part of the foreign securities could be realised and handed over to the United States Government in payment of the debt. He does not explain the process by which this would take place. Presumably the British Government would requisition or acquire these securities, recompensing their owners, either in cash or by transferring to them a corresponding quantity of a British Government loan. If it had to pay in cash this would inevitably cause a new and considerable inflation, which would not be the case if the owners accepted British Government stock, but in this event the problem of the interest to be

paid would be a very difficult one, as most foreign securities bear a considerably higher rate of interest than is current in England. The interest burden would be likely to be a good deal higher than in the case of the present debt to America—in itself no small objection. Further it is doubtful, in view of the immense volume of "dollar securities" sold back to America during the war, whether sufficient securities of a kind acceptable in America do in fact exist. In any event the sale of securities in large quantities would cause their prices to fall and would involve the British Government in a heavy loss. Even admitting the feasibility of the general plan it would seem that the disadvantages of the scheme added to the objections to diminishing yet further (especially by the method of requisition) the British holdings of foreign securities, more than outweigh the advantage of getting rid immediately of the American debt as a foreign liability. The present method of annual interest payments with a sinking fund to pay off by degrees the principal is certainly to be preferred.

C. W. GUILLEBAUD.

WHAT IS PROPAGANDA?

IN a leading article, the *Spectator* of October 21st comments sadly on the ignorance of economics among the working classes, and distributed blessings and curses among the various organisations which are attempting to teach the workers about these questions. The *Spectator* is very much down on the organisations which attempt to instil Collectivist or Socialist teaching into their students; but it takes to its heart, in the name of impartial education, a body which we are quite unable to regard as other than a propaganda auxiliary of the interests committed to the preservation of the existing system. The Central Council for Economic Information, of which, we are told, Lord Inchcape is Chairman, acts doubtless according to its lights, and endeavours to persuade the workers of what its promoters themselves believe—that capitalism is the best of all possible systems and contentment the first of working class virtues. This, however, only makes the Central Council the counterpart of the Socialist organisations which the *Spectator* denounces so roundly; for these, certainly in no less degree, ask the workers to believe what their promoters hold to be true. We notice that the *Spectator* pays a mild tribute to the W.E.A. (which it brackets with the World Association) for devoting itself to "the real work of assisting men and women to self-culture." Self-culture is certainly one of the objects of W.E.A. education; but we fear the *Spectator* will think the worse of us when we say that it is also the W.E.A.'s object—indeed, its principal object—to help the workers to a clear understanding of the economic and social problems which confront them and to fit our students for better service in the working-class movement. With those who set out to preach social peace and the divine right of capitalism we have nothing in common. We are teachers, not preachers.

G. D. H. COLE.

MR. R. H. TAWNEY

We are glad to be able to report a substantial improvement in Mr. Tawney's condition. It is hoped that he will soon leave the nursing home; but it is not at present advisable that he should be troubled with callers or letters. He will, nevertheless, stand for South Tottenham as arranged. He cannot, of course, take any part in the election, but the Executive of the Labour Party have placed his interests in the hands of one of their best organisers, who will have the active assistance of many of Mr. Tawney's friends.

The London I.L.P. are organising a "Merrie England" Christmas Fair, which is to be held in Prince's Hall, Westminster on December 7th, 8th and 9th. The fair is to have a William Morris setting, and there are many competitions and prizes for work of many kinds, particulars of which may be obtained from Mrs. Godfrey, 5, York Buildings, W.C. 2.

BOOKS OF THE MONTH

Gold and Paper

"MONEY AND FOREIGN EXCHANGE AFTER 1914, by Prof. GUSTAV CASSEL. Constable. 1922. Pp. 287.

This is a book for the expert, a book for the student, a book for the intelligent public. Those who know absolutely nothing whatever about money and foreign exchanges had better perhaps postpone reading it until they have somewhat made good this gap in their mental furniture. But those who know a little (be it ever so little) about these thorny matters will do well to read and re-read what Prof. Cassel has to say. The tale that he has to tell is the tale of the abuse—partly through ignorance, partly through stupidity, and partly through cowardice—of that great human invention, currency. He shows how from East to West the war broke down the old supremacy of gold, which, with all its faults, was not to be compared to the tyranny which paper imposes upon us to-day. Yet even to-day, such is the prestige of gold, the view is still widely current that paper money owes what value it has to the fact that it is (or ought to be) "backed by" gold. We are slow to recognise that paper is just paper, and depends for its value simply on the relation between its quantity and the amount of things it has to buy. Its quantity, Prof. Cassel holds, is very largely within the control of the central banks of the world, though these can be forced by importunate and impecunious Governments into the creation of a flood of artificial purchasing power. Thus during the war the demands of belligerent Governments for credits at home and abroad forced such a wholesale creation, which, however, in Prof. Cassel's view, was largely aided and abetted by a stupid discount policy on the part of the central banks. The result was universal inflation and universal increases in the general level of prices, with all that these entail in injustice and misery. On this point Prof. Cassel quotes some very pretty figures to illustrate the parallelism between the increases in the means of paper payment and in prices.

The same process which led to internal monetary disturbances, ranging from the chaos of the Russian currency to the 140 per cent. increase (in 1920 as compared with pre-war) of the price-level of the United States, is responsible for the collapse of the exchanges. Prof. Cassel states anew the theory of the exchanges which is associated with his name. Put simply, and with the omission of several necessary modifications, this theory amounts to this—that the number of francs, marks, dollars and the rest that you can get for a pound will *tend to be* such that a pound spent here in England will go just as far and no further than a pound converted at the current rate of exchange into these currencies, and spent in the countries where these circulate. In the result, now that the pound, and the franc, and the mark, and the dollar have all undergone different degrees of inflation, they can no longer meet and exchange upon the good old terms.

In his later chapters Prof. Cassel expounds his remedies for our present financial discontents. They are gradual. He does not believe that deflation can or should undo what inflation has done, and lays the blame for the industrial depression largely at the doors of the deflationists. Stabilisation at some point within our grasp, not return to the pre-war normal, is his aim; and no country must be too proud to admit its inflation and to work for stabilisation in the light of this. Prof. Cassel thinks that with a merciful sanity in governmental finance and the right discount policy a beginning might be made with the restoration of the old parity between (not the old values of) the pound and the dollar. There are hosts of good things in this book—especially the fascinating account of the way in which the war both glorified and vilified gold. Naturally, some of Prof. Cassel's argument provokes criticism; but "masterly" is the only adjective for his book.

BARBARA WOOTTON.

Labour Abroad

"BRITISH AND CONTINENTAL LABOUR POLICY." By B. G. De MONTGOMERY. Routledge 21s. net.

This is a very large book, and it contains a great deal of information. I do not think more than this can be claimed for it, for the author does not really make very much of the material which he brings together. His study is confined to Great Britain, France, and the Scandinavian countries. He tells the history of their Labour movements since 1900, describes the present position and the tendencies of Labour policy, and gives an account of the legislation dealing, in each country, with wages, hours, unemployment, and industrial conditions generally. Much of the information contained in his book is not otherwise available in England, and for this reason his book is indispensable as a work of reference in all libraries of economic and Labour literature. He is, I think, usually trustworthy as to facts, but not in his interpretation of them or in the relative degrees of importance which he assigns to different factors. I do not recommend anyone except a careful student to read through his book, but I do recommend it as a quarry for information concerning the more recent developments of industrial legislation and, with more reserve, concerning the Labour movements of the countries with which it deals.

G. D. H. C.

The Teacher of To-morrow

"THE EDUCATION AND TRAINING OF TEACHERS." The Trades Union Congress and the Labour Party. 6d.

The central importance of the teacher under any developments in education is emphasised by the appearance of this valuable pamphlet. The transference of much responsibility to the scholars will require not less but more skill and more learning on the teachers' part; and their training is of fundamental social interest. The unsatisfactoriness of the present provision is very clearly shown in this memorandum. Nearly 30 per cent. of the teachers in primary schools are untrained. The profession ought not to acquiesce in dilution by supplementary teachers; and the uncertificated section should be given opportunity of being trained. In the secondary schools an insignificant proportion of the staffs are professionally trained. How are teachers to be recruited? The old system of pupil teachers and the present system of bursaries are justly condemned for the early dedication they imply. But the alternative—raising the professional status of the teachers and as a corollary a vast increase in the accommodation of the secondary schools—implies an alteration in the public interest in education which we may earnestly hope the Labour Party and the teachers may achieve. The existing training colleges, their curricula, community life and discipline are pointedly criticised; and it is urged on all these scores and even on the score of economy that every intending teacher should receive a full University education. The abolition of 92 overlapping training institutions and the concentration of their activities in the broader and better equipped environment of Universities would largely, it is maintained, compensate for the cost involved in the expansion of the University departments. Finally, the professional post-graduate training is to be performed in centres loosely attached to Universities, and controlled by a Joint Board on which the Board of Education, the Universities and the teachers are to be represented. But this professional training must admit of wide variety and experiment; though, it is suggested, the cost should be borne nationally and not locally.

Both the strength and weakness of these proposals lie in their optimism in matters of finance; and we think that some interim policy, such as the grouping of colleges under University centres might serve to forward the excellent ideal outlined. The section entitled "A New University Faculty" seems to us both impracticable and unnecessary. And, it may be asked, are all teachers, such as specialists in domestic instruction and teachers of very small children, to be University graduates? But the outstanding merit of this policy is the insistence that we should entrust the education of our youth to those men and women who are themselves not half-educated but fully educated. All considerations of technique are secondary to this urgent claim.

M. H. CARRÉ.

The English of the Street

A HISTORY OF MODERN COLLOQUIAL ENGLISH. By HENRY CECIL WYLD. T. Fisher Unwin. 416 pages. 25s. net. (Second Edition.)

This is a learned book written by a philologist for philologists, and in its second edition it is even more scholarly than in its first. It bears the fruits of a voyage into almost uncharted seas, and what charts there were, we might add, sometimes recorded what their authors wished to find, rather than an exact declaration of discovery. Professor Wyld has brought back from his old authors and from printed documents a rich harvest of spellings and locutions and learned deductions. The author traces the pronunciation and grammar of London English and related dialects from the fifteenth century to the present day, describing the sounds and giving short accounts of the grammar of typical personages, together with examples of their style in literary expression and colloquial phrase. It is a series of illustrated grammars, welded together by happy description, tempered by salty wit into an admirable whole. Naturally a book of this kind, though so excellent, lies off the beaten track of the student of literature, but as Professor Wyld points out, "One of the greatest charms of the historical study of a language lies in the picture which it exhibits of the kaleidoscopic changes in the standards of taste which prevail in civilised society from age to age. It is at this point, perhaps, that the two studies of language and literature seem most to meet and merge." There is a delightful anecdote which tells of the Duke of Norfolk finding Sir Thomas More "singing in the quire with a surplis on his backe," and saying to him as he led the pious chancellor homewards: "God body, God body, My lord Chancellor, a parish Clarke, a parish Clarke!"

G. H. COWLING.

THE POETIC MIND. By FREDERICK CLARKE PRESCOTT. Macmillans. 308 pages. 9s. net.

What is the glamour of romance? What is the "gleam" that the poet follows? Professor Prescott answers the riddle by a psychological enquiry which is characteristically modern in attitude and in method. It is also incidentally an apology for poetry as a natural function of the mind. Disdaining the theory of poetic inspiration he asks in effect what are poets? What is the peculiar quality of the poetic mind? He rejects the view that poetry is the product of ordinary thought raised to a higher power. A poet is not an overman. He is as human

as the rest of us. His poems differ from our day-dreams not in kind, but only in degree. The poet's thought springs in the unconscious mind, and therefore it is at once symbolic, and wider and deeper than conscious thought. Poetry, both to poet and reader, is a kind of mental play, and hence it is at once a recreation and a training for the mind. The man who has no love of poetry is brutish and unhealthy like a child who does not play.

The last chapter—a modern defence of poetry—states that poetry has a material use as well as an æsthetic end. "The Poetic Mind" is an excellent book, which students of poetry and also those who "see nowt in it" would do well to read.

G. H. C.

EREWHON. By SAMUEL BUTLER. Page & Co. 2s. 6d.

This excellent reprint should lead many who have heard of Butler but never read him to make the acquaintance of Mr. Higgs, the New Zealand colonist, and the pleasant Erewhonians who consider ill-health a crime, criminals as moral invalids, and prohibit the use of machines lest the individuality of man be destroyed. What is the secret of Butler's popularity? His was a philosophic mind of the poetic order which clothes teaching in allegory and parable. He was an anti-Pharisee and a hater of cant. His views on virtue were unconventional, and, though poor, he did not despise wealth. "To love God is to have good health, good looks, good sense, experience, a kindly nature and a fair balance of cash in hand," and the quotation may serve as an example of Butler's polished ironical wit.

G. H. C.

An East London Report

"UNEMPLOYMENT IN EAST LONDON." The Report of a Survey made from Toynbee Hall. P. S. King & Son. 1s.

"THE RESTORATION OF AGRICULTURE IN THE FAMINE AREA OF RUSSIA." The Interim Report of the State Economic Planning Commission of the Council for Labour and Defence of the Russian Socialist Federal Republic. Translated by EDEN and CEDAR PAUL. Labour Publishing Co. 5s.

The first of these publications is the report of an enquiry conducted from Toynbee Hall into the conditions of unemployment in Bethnal Green, Poplar, Shoreditch and Stepney. The second is a report to the Russian Government on the measures necessary for the restoration of agriculture in the famine area. A joint notice of the two will do justice to neither. But it will serve to point a moral, and to illustrate certain things which are fundamental to both the problems with which they deal.

Unemployment exists in the four boroughs on a scale so unprecedented as to make it difficult to compare with the unemployment which occurred in times of bad trade before the war. It is gratifying to find that in spite of this fact the amount of personal distress has been less than would have been caused by a strike at the docks before the war. This is the result of increased benefits under the Insurance Acts, of payments by the Boards of Guardians, and of savings from the high wages of the war period,—a result which suggests that with adequate measures, planned and provided for during times of prosperity, the provision of a decent standard of life for the necessarily unemployed is not beyond the reach of practical statesmanship. Not that the result attained is anything more than partial. As the Warden of Toynbee Hall points out in his Foreword, the families affected have had to stint, but not to starve. "This is something, . . . but it is by no means everything."

But the resources which have made this possible are becoming exhausted. Savings are gone, and local authorities are on the verge of bankruptcy. Stinting must give place again to starving unless work can be found. How that is to be done is outside the scope of this enquiry, and the Warden confines himself to pointing out that "Englishmen are idle because Germans, Austrians and Russians are embarrassed," and hinting at a policy of "'accommodation' for customers in temporary difficulties," a policy which is risky, but not more so than the present inadequate policy of the nation.

What the need of "accommodation" is in the case of one of our customers is illustrated by the Russian report. Russia's power of purchase depends primarily on her agriculture. Before the war she provided one-fifth of the total corn exports of the world, and of this over two million pounds' worth came to this country. With it she bought, among other things, all kinds of machinery, metal goods, and rolling stock for her railways; and she cannot buy these things again until her agriculture is restored. But neither can she restore her agriculture till these things have been bought, and bought on a scale sufficient to replace the wastage of years of war and disorder. "Farming implements," says the report, "have for the most part become utterly worthless." "Agriculture is stagnant owing to the impossibility of satisfying the prevalent hunger for machinery." "The rolling stock of our railways is not in a position to transport live beasts to the slaughter houses of great cities." The area in question, "though rich in agricultural products suitable for export, is badly served . . . by railways." There is need of depots with elevators and cleansing machinery, of mills, creameries, and sugar refineries,—all of them dependent on up-to-date machinery.

It is true that some of the machinery mentioned, particularly the machines of cultivation, will be bought from the United

States rather than from this country. But the United States is one of our largest customers for woollen and cotton goods, and because of the unemployment resulting from her loss of trade with Russia and other European countries, she is unable to make her usual purchases of these goods. Hence the workers of Lancashire and Yorkshire can neither earn their usual wages, nor pay for the labour of other workmen in all parts of the country. Here, as always, the effect of unemployment is cumulative.

But the cumulative effect of the Russian situation is even more far-reaching than this. The influence of Russia's poverty is felt in all the countries with which Russia has been in the habit of trading. And all these countries are customers of ours. As Mr. McKenna pointed out in one of his speeches, Russia is at present unable to buy her usual supplies of tea from China and therefore, China, like the United States, is unable to buy her usual supplies of cotton goods from Lancashire. Hence again, unemployment in Lancashire, and at the Port of London, and in all parts of the country which supply goods to Lancashire or to the East End.

Now, the instance of Russia is only one of those which might be taken to show that unemployment, whether in the East End of London or in other industrial centres, is not merely a question of internal politics. Before the war Germany took something like one-tenth of our exports; now, owing to the dislocation of her economic life, to the chaotic state of her monetary system, and to the fact that under the peace treaty she is making forced payments for which she takes no return, it is impossible for her to do anything like her usual buying from this country. Similar considerations apply in different degrees to other of the war-worn European States, and the position has been recognised to some extent by the British Government export credit scheme. The effects of the collapse of Russian trade are simply a cardinal example of the economic inter-dependence of States in the matter of employment.

B. I. MCALPINE.

Public Speaking

"JOINING IN PUBLIC DISCUSSION," by ALFRED DWIGHT SHEFFIELD. (The Workers' Bookshelf, Vol. I.) George Doran & Co., New York. 2s. 6d. W.E.A. Bookroom.

The Workers' Bookshelf is the general title of a series of volumes now being issued by the Workers' Education Bureau of America. The subject of this first volume has been happily selected. In this country little that is good has been written on public speaking, and still less on taking part in public discussion. Lord Morley has referred to Gladstone's capacity in the presence of others for "throwing his mind into joint-stock," and it is this capacity which it is the aim of this book to develop. Even the platform speaker, we are told, must not picture his audience as a passive audience with himself in action as a platform orator before them. He must begin by mastering the technique of discussion, by which the whole group is manœuvred into co-operative thinking. The student is not only instructed how to express his thoughts as they first come to him, but also how to think logically and to express that thinking in such a way that it will influence others. The first section, therefore, is devoted to qualifying the individual student to join in the discussion, the second to making the discussion group co-operate. The need for the study of the art of group thinking, or, in other words, of committee work, is so obvious that this section might well have had greater space allotted to it. But if all members of Committees, discussion groups or classes were to master the contents as they stand, countless hours would be saved.

The book should be read by a group meeting together under a skilled leader rather than by the solitary individual, though he, too, will derive benefit. For in self-expression practice and criticism are all-important, and not the least valuable part of the book are the practical exercises suggested.

T. H. SEARLE.

The Economics of Unemployment.

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TEACHING V. LECTURING

THE controversy as to whether the standard set by the average Tutorial Class course is, or is not, equal to the standard set by the average University Honours School in the same subject is a perennial one, and is never likely to be settled, for the simple reason that no comparison is possible between the initial mental equipment and capacity of the average tutorial class student and the average university student. The differences between them are not of degree but of kind; and those differences produce, in the one case and in the other, different mental reactions and different modes of receptivity to the ideas which the subject of study involves.

Both at the recent Oxford Conference on Adult Education and at the Tutors' Conference at Leeds the discussion was more than once in danger of being engulfed in the deep waters of this interminable problem; but at both Conferences apparently it was saved by catching on to a much more important and profitable topic, the question whether the educative principle (in this country comparatively new) implicit in the discussion-hour of the Tutorial Class does not contain the germs of a teaching method which might, in course of time, transform the present-day methods of university education.

On this topic an extremely interesting article appeared in *The New Statesman* of October 7th, and provoked in the next issue several letters of which a noticeable feature was their fundamental agreement with the views put forward by the writer of the article. That agreement may, perhaps, be attributed, in part, to the fact that most of the correspondents are, or have been, Tutorial class tutors. The views in question are a corollary derived from the conclusions to which Mr. Norman Walker's demonstration at the Leeds Conference of the advantages of Teaching in comparison with lecturing inevitably lead.

A special report is being prepared of the proceedings at the Leeds Conference. If the writer is not mistaken it will be found that the discussions at the three sessions covered by the Report have a direct bearing upon one another, so that the Report will present a fairly complete commentary on Tutorial Class teaching approached from the three standpoints of subject-matter, administration and method. This Report will form No. 1 of the *Tutors' Bulletin* which the National Association of Tutorial Class Tutors propose to issue at intervals, five or six times a year. The Annual Subscription to the *Bulletin* (which will at first be published in stencilled form) is 3s. a year (including postage) to all who wish copies to be supplied to them direct. The money (in the shape of a 3s. book of stamps) should be sent with name and address of subscriber, to the Secretary of the Association of Tutorial Class Tutors, 24, Upper Wimpole Street, London, W. 1. The second and third numbers of the *Bulletin* will deal with "Method of Tutorial Class Teaching" and "Literature Teaching" respectively.

ARTHUR L. DAKYNS.

BOOKS RECEIVED

- The Poetic Procession.* J. F. ROXBURGH. Oxford. Blackwell. 2nd Edition. Cloth. 2s. 6d.
The Return of Christendom. A GROUP OF CHURCHMEN. Allen & Unwin. Cloth. 7s. 6d.
Out of the Past. R. W. POSTGATE. Labour Pub. Co. Paper. 3s. 6d.
Cambridge Economic Handbooks, Public Finance. M. E. ROBINSON. Cloth. 5s.
Remembering and Forgetting. T. H. PEAR. Methuen. Cloth. 7s. 6d.
Principle of Official Independence. R. MCGREGOR DAWSON. P. S. King. Cloth. 10s. 6d.
Unemployment Survey. TOYNBEE HALL. P. S. King. Paper. 1s.
English Local Government Statutory Authorities for Special Purposes. SIDNEY AND BEATRICE WEBB. Longmans. Cloth. 25s.
In a Russian Village C. RODEN BUXTON. Labour Publishing Co. Paper, 2s. 6d.

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THE RUSSIAN POSITION

(From a Special Correspondent).

THE complete disorganisation of the international financial system has at least had the advantage of making visible, even to those who are not students of economics, certain fundamental facts of international trade which are often overlooked. The case of Russia is illuminating. Trade with that country has by the complete breakdown of the financial system developed into pure barter. The limit of business with Russia is set by the capacity of Russia to send commodities abroad. Further, Russia with all her resources cannot feed, clothe or maintain her population in a reasonable standard of comfort without the help of the rest of Europe.

The course of the Bolshevik Revolution, so far as it affects the external trade relations of Russia, is marked by three stages. In the first stage, from November, 1917, until the signature of the British Russian Trade Agreement in March, 1921, there was practically no external trade. The Soviet Government had confiscated all the possessions of both foreign and Russian property owners on which they could lay their hands. They had also added fuel to the flames by avowing their intention of stirring up revolution in the rest of Europe. Their energies were completely engaged in repressing civil war and foreign invasion. Industry had ceased to function, transport, so far as it was not engaged in the movement of troops and military stores, had practically broken down, and the peasant, whose land the Soviet Government dare not touch but whose produce it had attempted to nationalise, retaliated by hiding what he had and by reducing his annual production to the amount needed for the sustenance of himself and his family. By the end of 1920, Lenin himself was constrained to admit the complete, if temporary, failure of the Communist experiment, to press his adherents to grant liberty to private trade.

In the second stage, from the date of the Trade Agreement to the middle of this year, the Soviet Government conducted foreign trade by the export of such goods and precious metals as they found in store in Russia, and were beginning, slowly enough, to put the organisation of industry on to such a basis that surplus production might one day be available for export. The effect of the Trade Agreement in actual trade is often overlooked. Compared with the pre-war dimensions of Russian trade the figures are small, yet £15,000,000 or so of actual trade done by Russia with this country is not negligible. Further, the indirect effect of improved British trade with the Baltic Provinces, Poland and other European countries, due to the fact that these countries have in their turn been able to trade with Russia, is probably even more important, and the trade has been a continuously developing one. Whereas in 1920, Russia imported 89,500 tons of goods and exported only 11,000 tons, in 1921, she imported 921,000 tons and exported 216,000 tons, and in the first six months of 1922, she imported 1,636,000 tons and exported 246,000 tons. The import figures are to some extent inflated by foodstuffs sent in for famine relief, but even without these figures the increase each year is remarkable. The export figures are, of course, much more significant, and they leave no doubt as to the tendency. But the bulk of Russian imports in the last two years have been paid for not by exported goods but by the expenditure of capital on the part of the Russians, *i.e.*, by the sale of gold, and of goods accumulated during the war and the Revolution. And there is very little gold or goods left. Consequently, this stage has about reached its end. Moreover, Russia has been quite unable by those means to attack the problem of the reconstruction of her transport, of her factories, or the equipment of her agricultural industry.

The third stage has been recognised as inevitable by the Soviet Government for the last year and a half. The Bolshevik leaders know that unless they can get

foreign credits from foreign governments or foreign capitalists, their State system cannot go on. Hence their insistent demands at Genoa and The Hague to obtain credits from the Governments. Hence also their willingness now to come to terms with foreign concessionaires and previous property owners such as Mr. Leslie Urquhart. They have found it impossible to get credits from Governments, first, because the Governments have not the money to give them if they had the will, and secondly, because they have not the will. The Bolsheviks now find themselves, therefore, forced to come to terms with the bankers and industrialists by whose assistance Russia was developed before the Revolution. For a long time the Bolsheviks insisted on their right to repudiate liability for debts inherited from previous Governments of Russia. They insisted also on the right of what they described as the revolutionary conscience to confiscate capital where and how it pleased. There is possibly some philosophical justification for both these claims. But a philosophical justification is a luxury which a country, forced now by its own internal condition again to borrow from the foreigner, cannot possibly afford. Further, the Bolsheviks have discovered that they themselves have not at present the necessary technical skill to run the industries.

But it is not to be supposed that, though Russia is modifying her Communist system on the industrial side, she has reverted to pre-war capitalism. The Russians themselves describe the system they are at present trying to establish as State capitalism, a stage on the road to Socialism. Events will show whether they can maintain themselves at this particular milestone, or are able to go forward or are forced to go back. It is intended that, though the State should not itself conduct industry, it should be able to exercise a certain supervision through direct interest in so-called mixed companies. These concerns are to correspond in their operations to limited liability companies in other countries. A proportion of the capital is to be found by the Russian State, in the form of cash or in valuable privileges, and the balance, usually in foreign currency, so as to be available for purchases abroad, is to be supplied by the foreign concessionaire or investor. Both parties share in the management and profits in proportion to their capital or in accordance with special arrangements. Where, as in the Urquhart case, practically the whole of the capital has to be found from abroad or already exists in the form of property in Russia previously owned by foreign enterprise, the State does not share in the management but insists on the observance of certain conditions and or a certain share in the proceeds. In the case of the railways, the Soviet Government do not at present propose in any circumstances to give over control to foreign enterprise.

The main problem of Russian reconstruction is its agricultural production. For this purpose vast quantities of agricultural machinery, tools, tractors, horses, etc., being required, credits are equally necessary from abroad. It is to be noted that in the procuring and handling of these credits the Co-operative movement, of agriculturists and of consumers, will play a great part. The operations of the Co-operative movement are hampered at present by its lack of capital. Whether, to obtain capital, it allies itself with foreign capitalist interests or with the Co-operative movement of the United Kingdom and other Western countries, will depend on the willingness and ability of the Co-operative movement of other lands to come to its assistance on business lines.

The intention of the Government throughout this third stage is to exercise a general supervision of the economic development of Russia and to secure that the Russian people receive back the major proportion of the profits, whilst leaving sufficient freedom in technical methods and sufficient inducements in the way of profit to make it worth while for foreigners to provide the capital and the technical skill essential for success.

"THE HOUSE OF THE FIGHTING COCKS"

By A. G. GARDINER

I FEEL to-day like one bursting with good news that must be told. A new star has swum into my ken. No, that is too stilted and stagey a way of putting it. Let me rather say that I have found the perfect inn that we all dream of and so seldom find. But before I bid you welcome, good sir, tell me, are you fit company? Do you swear by the name of George Borrow, do you love to go roaming with Don Quixote and Sancho Panza, is your "Gil Blas" well thumbled and dog-eared? Is "Tristram Shandy" by your bedside? If so, come into "The House of the Fighting Cocks."* Here you shall find such company as you love, company that will make you forget and almost forgive the stupid world outside, and send you to bed with laughter in your soul. I have been vaguely conscious of the name of Henry Baerlein for years in this and that connection, but he meant nothing to me, and I am not sure that I had not written him off as a dull person who wrote about the Balkans and the politics of Mexico and similar tiresome subjects. I had no use for him. And now the fellow has "culled me like a wayside flower," and wears me lightly as a trophy of his picaresque prowess. I daresay he would admit that if there had been no Don Quixote there would have been no Don Arcadio, and that if there had been no Sancho there would have been no Eugenio. But who would complain of this? Who would not rejoice at the reincarnation of the immortal pair? And here they are once more, triumphant, indisputable, glorious. Arcadio has a different bee in his bonnet from that which he of La Mancha sported, and Eugenio has a learning that would have made Sancho gasp and stare and pull his forelock. But these are only the externals of the modern world in which they move. *Autres temps, autres jeux.* Spiritually the kinship is exquisitely preserved, and in their company we become as children again and pass out into that radiant world where nonsense and wisdom mingle in delightful laughter and sin itself is transfigured, and all the burden of this unintelligible world dissolves in the spirit of a large and humane comedy. The pursuit of chivalry that occupied Don Quixote has become in Don Arcadio the pursuit of all knowledge in so far as it was known to Noah. He held that ignorance produces our unhappiness, that knowledge, on the other hand, means happiness, and that the person in whose head All Knowledge lay was Noah. So the purpose of his quest was to get back to what was in the head of Noah, and as everything had changed in the interval except the earth, his prime study was geology.

"Perhaps," said Don Arcadio, "it would be well to start at the beginning and explain to you precisely what this admirable science of geology has taught us."

"Judging from those rays there of the sun," quoth Don Eugenio, "and not to mention other indications, I am pretty sure it is time for dinner."

"Yes," said Don Arcadio, very earnestly, "it is the time for dinner. And I was myself upon the point of talking of the rays."

"My dear sir," said Don Eugenio, "I believe you said that you would tell me, with this famous science of yours, exactly what is in the earth, so that we may ascertain exactly what is in ourselves who live upon the earth. Well, it is my opinion that if you begin with the sun and his rays your programme will take you a considerable time."

"The sun as an abode of life," said Don Arcadio, "we may put out of the question."

"God be thanked!" said Don Eugenio. "And let us talk about the rest of it this afternoon." He threw his arm about the thin Noahcote, and off they went together.

But no single quotation can do justice to the perfume of this delightful book, with its unfailing drollery and laughing satire, its adventures and its fun. Every figure that moves across its pages is a figure that lives in the mind, but it is Don Eugenio, with his mixture of patriotic learning and fleshly weakness, his reminiscences

of the archbishop's library at Zaragoza, and his engaging cynicism, that dominates the company. "He was wont to say that God, who made the grandeur of the universe, could certainly have made him a much better man if it had been His will." But I rejoice that he was no better than he was. I would not change Don Engenio for all the calendar of the saints.

I have said nothing of the story. It moves in the days of the revolution in Mexico that ended the adventure of the Emperor Maximilian. But the externals are nothing. It is a comedy of the spirit that is independent of time or place.

WOMEN IN INDUSTRY

By VIOLET MARKHAM.

DAME ADELAIDE ANDERSON has added to her long record of public service by the publication of her book "Women in the Factory";* a book which will take its place among the standard works on industrial matters. This moving story of what the writer calls "a great adventure and a great experience" is specially welcome at a time when we are all conscious of our present discontents and, perhaps, unnecessarily discouraged as to the future. The tale Dame Adelaide tells is a striking record of development and progress in the teeth of many difficulties. No one can put down this book without saying with Galileo: "It does move all the same."

It is only from the vantage point of successes won—successes which have passed into normal experience, and, therefore, ceased to be noticed—that we can measure the improved status of the latter day woman in industry. This result is due partly to sustained agitation from without, and partly to the energy and devotion of the Women Inspectors of the Factory Department. Dame Adelaide tells, with more modesty, the history and adventures of the gallant little band of women who, from 1893 onwards, were concerned with a vital social experiment. When in that year Miss May Abraham (Mrs. H. J. Tennant) and Miss Mary Paterson were appointed by the Home Office as the first Women Factory Inspectors, large numbers of worthy people held up their hands in horror at a departure considered, by them, as both unladylike and unsuitable. Dame Adelaide speaks of those "early days of infinite surprises and appeals." The women's movement, as a whole, owes an immense debt to the tact and enterprise of the handful of pioneer women who, confronted with new and difficult tasks, made good in so surprisingly short a time. Prejudice and distrust had to be overcome, sometimes from the side of the worker, no less than from that of the employer. Dame Adelaide, for many years Principal Lady Inspector, has cause to rejoice in her work and that of her colleagues.

Dame Adelaide has cast her book in a form valuable as a record of social progress as well as of the evolution of Factory Inspection. One by one she touches on a variety of technical matters behind which stand burning human problems. The struggle for shorter hours throws up into grim relief the conditions not so far remote when a fourteen hours day was a common experience for women workers. The illusion of long hours—amply borne out by the experience of the war—is a point on which the writer lays justifiable stress. The chapter on sanitation, water, light and dust, brings before our eyes the old degrading conditions of labour in many factories where brutality and oppression were not uncommon. We read of the peril to life and limb, of dangerous trades, of unfenced machinery, of dust, lead poisoning, and other unhealthy processes, and the efforts made to overcome these things. The story is told of regulations introduced with infinite difficulty to give women factory workers some protection at child birth. Bad conditions of labour were aggravated

* "The House of the Fighting Cocks," by Henry Baerlein. Parsons. 7s. 6d.

* "Women in the Factory." By Dame Adelaide Anderson. Murray. Cloth, 7/6.

for the women workers by "the pitiful smallness of average earnings." Before the war 12s. 11d. a week was an average wage for a woman—7s. and 8s. per week was frequent. Yet protest against these scandals were confined to a very small section of the public. The general attitude towards women's work and wages is well focussed in the delightful story told by Dame Adelaide of a foreman who, as late as 1914, had cut the piece rate of an exceptionally skilled woman worker, and when taken to task complained naïvely, "What can one do when a girl is earning as much as 15s. a week but lower the rate?"

The crippling of inadequate wages by fines and deductions, and the iniquities of "truck" are further injustices (to a large extent overcome) of which Dame Adelaide gives painful instances. Through this story, often sad enough of human lives ground to powder, not so much from malevolence as from a stupid lack of imagination, runs like a golden thread the new hope and confidence created by the women inspectors. Little by little improvements waited on their efforts. The first prosecutions of occupiers by women inspectors must have appeared to many old fashioned justices like the heavens falling on the decencies of a properly conducted police court. The last backwash of that particular wave has expended itself of late in certain agitated criticisms about the duties of women magistrates and jurors. But the younger generation of women would do well to realise what they owe in this matter of the breaking down of barriers and convention at a date when criticism and opprobrium were no trifling matters for the pioneers.

Dame Adelaide brings her narrative to an end with an account of the woman worker in war time, and the new revelation of unsuspected powers of skill and physical endurance in the manufacture of munitions. It is unsatisfactory to feel there has been a serious relapse from the position then won; and little, far too little, has been said of the scrupulous honour with which the women fulfilled their pledge to give up their new jobs on the return of the men and the scant consideration with which, in many cases, they were treated. Yet the gains of the war and the new set of ideas associated with the term "welfare" are not likely to be wholly lost so far as the woman worker is concerned.

Few readers of this book will close it without a great sense of thankfulness, not only for the existence of the Factory Department, but also for the existence of Trade Unions and organised labour. The general public often become conscious of Trade Unions during strikes when their activities take a form unwelcome to the average citizen. Let such people read this book and learn what the position of the woman worker was before the organization of labour on the one hand and improved Factory Inspection made her circumstances, in some measure, tolerable. Organization is the sheet anchor of the worker, and without it there would be wholesale relapse into the morasses of sweating, long hours, and bad conditions. We are a long way as yet from anything like ideal conditions of labour, and any relaxation of effort would prove fatal to the ground already won.

FREEDOM OF THE STRAITS

By W. ARNOLD-FORSTER

FREEDOM of the Straits, as applied to the Dardanelles, has lately been shouted at us as a battle-cry, as being an object worthy of every possible effort, worth even another world war.

As to the merits of the phrase all parties are agreed, British, French, Russians, even Turks; "Freedom of the Straits; Oh yes, by all means." But what exactly it means has been left obscure by most of those who have used this battle-cry. Freedom for commerce in time of peace can hardly be the intention, for that has not been challenged for a hundred years. No. What the British Government were concerned about evidently was the passage of commerce and of warships through the Straits in time of war; it was suggested that the control of a waterway so vital to the world could not be left to the caprice of a single power, *such as Turkey*, and that the control should, therefore, be entrusted to the League of Nations.

If the words italicised are left out this is a perfectly sound claim; the Straits are vital to the world's commerce, and the League of Nations, or rather a reformed League of all Nations, is the proper custodian of the power of blockade in such a case. What was wrong, it may be suggested, with the British case as indicated in September, was that it seemed to treat the Turkish case as unique. We were invited to remember Turkish ingratitude in joining our enemies in this war, Turkish massacres, the burning of Smyrna: but though some Englishmen may regard "the Turks" as untrustworthy or half-civilised people, many Frenchmen do not at all share that view. Indeed, some French newspapers have been declaring frankly that if it comes to a choice between Turkish and British control at the Straits they would greatly prefer the Turkish.

What, then, does the case—this irresistibly strong case—for League control at the Straits really rest on. Not on the peculiar character of the Turk; about that opinions differ, but all such opinions are alike irrelevant. The case rests simply on the indisputable fact that the Straits are strait, a narrow place; and that the whole world is concerned that the control of so vital a passage should not be used contrary to the world's will. It may be very difficult to arrange for this League, or any League, to keep the power of blockade in the Straits in its own hands: but that is the aim to be achieved, and it is a splendid aim.

Very well. But if you agree to this, surely you must go further; you must go on from the Straits to Gibraltar and to Suez, and eventually to the Panama Canal. What logical distinction can possibly be drawn between the two cases, Gibraltar and the Dardanelles? Judged by any natural law of population or geography the Turks have a far better claim to the control of the Dardanelles than we have to that Spanish rock; the sight of the British flag at Gibraltar gives one kind of thrill to an Englishman sailing to the Mediterranean, but to a Mediterranean national, an Italian, a Bulgar, a Turk or an anti-Venizelos Greek who remembers British blockade in the war, the thrill must be very different. Why should not Great Britain now, as the corollary of her claims in the Dardanelles, declare her willingness to hand over to the League (imperfect though it is) the blockade control of Gibraltar and of Suez, as part of a scheme of disarmament? Imagine what such an act of justice and of faith in this future of human co-operation would do for this country's good name in the world. For the world is growing up: no one who reads the monthly reports of the League of Nations can fail to be impressed by the sense that here at last the international conscience is being given a body and is gaining strength. Before the League existed we claimed, as others claimed, an almost unrestricted liberty in making wars and blockades: now we have already surrendered to the League a considerable part of that liberty, for the League's good and ours. A British blockade control at Gibraltar has become an anachronism. Let us end it

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EDUCATION GRANTS

"Equality of Burden"

The Workers' Educational Association have submitted to the Committee on Exchequer Grants the following statement of their views regarding State grants for education :—

The Workers' Educational Association is solely interested in the development of an efficient system of education, and regards the question of State grants to local authorities from this point of view.

If the present grant system is conducive to educational efficiency and to the wise expenditure of the resources devoted to educational purposes, then it appears to the Association that this normal system of State aid should not be destroyed in order to meet abnormal financial circumstances.

After adopting other methods of allocating State grants, the Board of Education, on the basis of their experience, appear to have become convinced that the amount of State assistance granted to local education authorities should bear some relation to the expenditure incurred. The Committee on National Expenditure, who recommended the abolition of what are called "percentage grants," desired not so much to safeguard educational efficiency as to save money. In our opinion it would be most unfortunate if the Government were to reverse a policy dictated by experience because of temporary financial difficulties. The arguments adduced by the Committee on National Expenditure against the continuance of "percentage grants" appear to us to rest upon a misunderstanding of the system.

THE GOVERNMENT CASE.

First, it is urged that the local authority "loses much of its incentive to reduce expenditure." If State grants were to contribute almost the whole of the expenditure incurred on a particular service, this argument would carry considerable weight, though even then the larger the contribution of the State the more stringent the conditions the State would be entitled to exact. Where, however, the State grants are in the region of 50 or 60 per cent. of the expenditure incurred, the argument does not hold good, because of the relatively limited resources of local authorities. Local revenues are less elastic than national revenue, and the taxation necessary to raise local revenues falls relatively more heavily on the poorer sections of the community than does national taxation.

The assumption that because a local authority meets, say, only half its educational expenditure from its own resources, it will be extravagant is, we believe, erroneous, though, no doubt, there may be individual cases of extravagance. On the contrary, it is probably true that expenditure is more strictly scrutinised by local authorities than by Parliament. This is likely to be so because the results of public expenditure are more easily seen in the localities and because the system of local taxation is such that the taxable capacity of the ratepayer is more easily reached than the taxable capacity of the taxpayer.

Further, there are certain statutory restrictions on the powers of local education authorities over their expenditure from local rates, *e.g.*, in the case of loans for new elementary school buildings, and the Board of Education have wide powers to refuse to pay grants on local expenditure, powers which are exercised where the expenditure is deemed to be extravagant or for a purpose not recognised by the Board.

Secondly, the Committee on National Expenditure assert that "the deciding voice as to what money shall be spent is not that of the Government or the House of Commons, but that of the local authorities." This statement, we hold, rests on a misapprehension. The Government, through Parliament and through the Board of Education, lay down minimum standards of educational provision which must be attained by all education authorities and desirable standards of provision which local authorities are encouraged to attain. In other words, Parliament confers duties and powers on local authorities and the Board of Education require the fulfilment of those duties (involving an ascertainable expenditure), and encourage the assumption of those powers (involving again, though perhaps within less narrowly defined limits, an ascertainable expenditure). The present level of expenditure on education is the result of the legislation and administration of half a century.

In a sense, of course, it is true that local authorities determine "what money shall be spent," but they decide, as we understand it, only on expenditure for educational provision beyond that required by law or regarded as desirable and reasonable by the Board of Education. Local authorities may, and do, spend money out of the rates for which they receive no return from the Board. But such expenditure is not under discussion.

Thirdly, the Committee on National Expenditure insist that the "percentage grant" system means "divided responsibility." This is inevitable, and, we would submit, desirable. So long as

both local authorities and the State contribute towards the cost of education, responsibility is bound to be "divided." This will be true whether the State contribution is on a percentage basis or "based on some definite unit" as the Geddes Committee suggest. No matter what form the Government contribution takes, the Board of Education must exercise some measure of control. On the other hand, local education authorities will insist on reasonable autonomy. As education is a national service locally administered there is no escape from dual control. In practice we regard this dual control as co-operation between the State and local authorities. Such co-operation we regard as essential.

Fourthly, the Geddes Committee hold that "if the Government were to attempt to impose a real and effective check from the point of view of efficient administration as well as audit it would result in an enormous increase in bureaucratic control." We suggest that the Government have imposed, since the establishment of grants based on expenditure, "a real and effective check." Indeed, some local education authorities would declare that there is at the present time too much "bureaucratic control," though local authorities are powerful enough to resist undue control and have on more than one occasion shown how powerful they were. It seems to us that the Committee on National Expenditure use arguments which are mutually destructive. They cannot, we suggest, urge the importance of maintaining local responsibility and at the same time argue against what they call "divided responsibility."

Lastly, the Committee on National Expenditure criticise the "percentage grant" on the ground that "it is a money-spending device." This criticism is, in our view, meaningless. Every grant-in-aid, in whatever form it is made, is "a spending device." In varying degrees State grants stimulate local expenditure, and those who support grants related to approved expenditure do so because it provides a means whereby the State may encourage the provision of educational facilities deemed by the Government to be desirable in the national interest. As we attempt to show below, the "percentage grant" stimulates efficient expenditure and yields better results than, say, the old system of capitation grants.

In our considered opinion, the Committee on National Expenditure has not given adequate reasons for desiring to abolish the "percentage grant" system.

POLICY OF RATIONING.

The Government have now "rationed" their grants and imposed a maximum limit of State expenditure on education. This it is proposed to legalise by the passage of the Economy (Miscellaneous Provisions) Bill, which provides that "notwithstanding anything in the Education Act, 1921, the Board of Education may limit any grants made by them to local education authorities under Section 118 of that Act to such an extent and in such manner as they may consider necessary in order that the total grants so made may fall within the amount provided by Parliament for the purpose." This proposal, we think, must destroy the "percentage grant" system, and must introduce a problem of allocation to local authorities which is almost insoluble.

The policy of the Board of Education, as we understand it, has been to develop the system of national education by encouraging the more adequate provision of educational facilities. It was generally accepted that there would be a progressive increase of educational expenditure. That process is now to be stopped. Local authorities are to be dissuaded from adequately fulfilling their duties, and if this does not succeed in sufficiently reducing the claims for grant, then the Board must have recourse to rationing. Now, it is clear to us that not all local authorities will be willing or able—having regard to their commitments and responsibilities—to reduce their expenditure to such an extent as will enable them to recover 50 per cent. of it from the State; some, on the other hand, may be willing and even anxious to effect considerable reductions, as a result of which they may obtain a State grant amounting to 50 per cent. of its expenditure. As local authorities will not all retrench by the same proportions of their expenditure, therefore, the Board will necessarily be distributing grants which in some cases amount to 50 per cent. and in others are perhaps equivalent to 40 per cent. In the latter cases, at least, the distribution will not be on the basis of expenditure but on the basis of what the Board of Education have in their pocket, and what they think is due to particular authorities.

The difficulties of apportioning amongst local authorities a fixed State grant in aid of a particular service may be seen by reference to the intention of the Board of

Education to allocate no more than £300,000 for the purpose of providing meals to school children, though in view of the widespread poverty in the country local authorities will require to spend a considerable sum on this service, towards which £300,000 will not contribute the 50 per cent. which has hitherto been paid. It would appear, therefore, that the Board will be driven to discriminate between different authorities, and to give one authority a relatively larger grant than another authority. We have no doubt that this procedure will create serious dissatisfaction amongst local authorities, and we think that it may carry central control to unjustifiable lengths, and result in injustice to some local authorities. If the system of rationing local authorities is carried to other branches of the education service, we foresee problems of the utmost difficulty, and results which will be extremely injurious to the efficiency of the educational system.

The present system of Education Grants to local authorities is not entirely dependent on expenditure; but we think it desirable to state briefly our reasons for supporting "percentage grants," though we do not suggest that the total grant made in respect of education by the State should be a flat percentage of the approved expenditure of local authorities. We agree with Lord Balfour of Burleigh (Final Report (Minority) of Local Taxation Commission (England, 1901, p. 82), that "the most important point is to see that the contribution given should bear some relation to the cost of national services, and should be dealt with in such a way as to afford a lever for improving local administration, both in regard to its efficiency and economy." The interest of the State is in the wise and economical expenditure of the funds which it disburses in aid of public services. From the point of view of local authorities, State grants should be such as to provide what, in the circumstances of the case, is adequate assistance. They should be of a kind which enables the local authorities to maintain reasonable autonomy, and they should be such that, for equally efficient services, and having regard to differences in the number of the population served by them, local expenditure should be, roughly, the same as between locality and locality. The last point is one in which the State is also concerned for, as regards education, it is clearly the duty of the Board of Education to secure as far as possible that over the whole country there should be something approaching equality of opportunity, and this is not attainable if, to reach similar standards, one education authority has to expend relatively much more than another.

THE PERCENTAGE GRANT.

It is not suggested that the "percentage grant" will secure all these ends; but it provides a just basis for, and, we would add, the most important element in any satisfactory and comprehensive grant formula. On general grounds we think that, in the case of services of a national character which are locally administered, and where, therefore, there must be a partnership between the State and local authorities, the contributions made by the State should vary with the total approved expenditure. If the Government decide, for example, that further forms of educational provision are desirable in the public interest, and instruct or encourage local authorities to make such provision, the total expenditure on education will increase, and, other things being equal, the State should increase its contribution so as to bear its proportion of the new charge.

Secondly, the "percentage grant" is peculiarly adapted for a growing service, which is in course of development. It provides a very necessary stimulus to authorities which take a narrow view of their responsibilities, and does justice to authorities which attempt to carry out the advice, as well as the instructions, of the Government.

A safeguard against extravagant expenditure is to be found in the limitation of the grant to the *approved* expenditure of local authorities. With this safeguard in

operation, the "percentage grant" is a most effective method of securing both efficiency and economy.

The "percentage grant" would be the ideal method, if local authorities could by the same expenditure (having regard to the population they serve) reach similar standards and provide similar educational facilities. It does not appear possible, however, to devise any single and simple form of grant which would take into account the varied circumstances of different local authorities. Variations in rateable value, in population, and in the area covered by the education service make for variations in the burden falling on local authorities, and grants should be so arranged as to rectify at least in a large measure the differences in local expenditure which arise from these and other causes.

A SOLUTION SUGGESTED.

It is highly improbable that any formula can be devised which will secure "equality of burden" and meet with general approval. But it has been found possible to take into account some of these factors. We think that a satisfactory basis for a general formula might be found by the addition to "percentage grants" of further grants based upon rateable value and the number of persons whose educational interests it is the duty of local authorities to serve, though we realise the difficulty in the absence of an uniform system of local assessment. It does not seem to us that the deduction of a sevenpenny rate—one of the items in the formula for the elementary education grant—is in these days of much value from the point of view of equalising local burdens.

Our suggestions, briefly, are that the "percentage grant" system should be retained, and that it should be coupled with an additional grant related to the rateable value compared with the school population.

AMERICAN FEDERATION OF LABOUR AND EDUCATION

The Educational Committee of the American Federation of Labour, in their report adopted by the Convention of the Federation on June 21st last, made an interesting statement on the development of workers' education, from which we quote the following passage as of interest to our readers:—

It is becoming increasingly apparent that the character of American democracy depends upon the wisdom and understanding of the adult citizens, and that adult education is not to be regarded as a privilege for a few, nor the concern for a short period of early manhood and womanhood, but is an indispensable part of democratic citizenship and should be universal and life long. Adult workers' education gives emphatic support to this principle of democratic government. Indeed, as President Gompers has said, "It may very well be that organized labour, which took such an active part in the establishment of popular education in the United States, will now take the lead in another movement of vital significance to the cultural development of this country."

During the past year the Educational Committee of the American Federation of Labour, with the sanction and approval of the Executive Council, entered into a co-operative relationship with the Workers' Education Bureau of America for the promotion of workers' education in the trade union movement in this country. The value of that co-operation was undoubted, but it was felt that closer unity should exist in order to give greater strength and added support to this movement. Accordingly negotiations were entered into looking to closer affiliation. While these negotiations are still pending, it is confidently expected that within a short period of time the arrangements will be completed whereby this vital service can be placed at the disposal of the American labour movement as an organic part of it.

Your committee recommends that this 42nd Annual Convention commend the Executive Council and the permanent Educational Committee for the progress of the negotiations with the Workers' Education Bureau of America, and instruct them to continue those negotiations in the interests of the promotion of a comprehensive scheme of adult workers' education. Your committee further recommends that this convention again urge upon all International and National Unions, all State Federations of Labour and Central Labour Unions, the appointment of Educational Committees, one of the fundamental functions of these committees to be the furthering of such a program of adult workers' education.

FINGER POST NOTES

News and Notes from Districts and Branches

HOLYBROOK SUMMER SCHOOL.

A student signing herself "N. E. A." who spent September at the Holybrook Summer School, writes enthusiastically of the success achieved for each batch of students in the brief period of one month. She describes the method as follows:—

A subject for the whole course during the summer is chosen, that for this year being "The Social, Industrial and Political History of the 19th Century." Each student chooses a special portion within that period for intensive study bearing on the work he intends following up in his own district in the future. For example, Browning, Carlyle and Keats were chosen by three Literature students; special phases of Trades Union History and Economics, Railway Economics, Political History, and Co-operation by others. The plan followed is that lectures are given by the Warden and the Resident Tutor during the first fortnight, at least four hours daily being devoted to individual tuition and private study. At the beginning of the second fortnight the students take turn in giving a lecture each on their own special subject, the lecture being one of a course of six or twelve prepared by the student in readiness for taking a one-year's class or study circle afterwards. Each student is criticised by his fellows and the professors, both as to matter and method. It is surprising to see how much the later speakers benefit by the experience of listening to those earlier on the list, and the criticisms made on their fellows, and by the end of the second week the professors have every reason to be satisfied with the results of their training.

"M. E. A." also speaks enthusiastically of the social side, of the kindness of Mr. and Mrs. Price, of the pleasant house and garden, and the happy hours spent in excursions on the river and to Windsor, Oxford and elsewhere.

IN THE EAST MIDLANDS.

A new branch has been formed at Hugglescote, Leicestershire, and 24 students enrolled for a one-year class in Literature. We are holding a meeting at Newark, and hope to form a branch and set up a class there. Student groups have been set up at Barrow-on-Soar, Hucknall, and Ripley, and classes arranged at each of these centres. The Nottingham Joint Committee considered the circular from the Board of Education, and decided that the tutorial classes which had been promised to centres where adequate preparation had been made should be proceeded with. Arising out of requests from students and discussions at our Tutors' Conferences, an experiment has been made to meet the problem of essay writing in our classes. Five classes have been set up to study "The Art of Expression," and over 200 students have joined these classes already. In the hands of specially selected tutors the subject has proved to be, not only useful and instructive but interesting and lively. There is a considerable amount of activity being shown in the majority of our branches and class centres, resulting in a further increase of students and members. A number of propaganda meetings and popular lectures have been successfully carried through.

The Chairman and Council of the University College, Nottingham, have invited all the Extra-Mural students in the district to a reception in the College on October 21st, when Sir Michael Sadler will speak. This is another proof of the interest aroused in our work through the setting up of the department for Extra Mural Education.

The Divisional W.E.T.U.C. Committee has been formed and has held two meetings. Four-shift classes have been arranged, two at Leicester and one each at Nottingham and Lincoln; we have also received a fair number of U.P.W. members in our other classes. We hope to arrange a W.E.T.U.C. Divisional Week-end early in the New Year, with Mr. Bertrand Russell as the lecturer.

A SCOTTISH WEEK-END SCHOOL.

A Week-end School for members of the Union of Post Office Workers was held in Stirling, September 23rd to 25th. The bulk of the members attending were from Glasgow, but Bonnybridge, Cambuslang, Crieff, Musselburgh, Perth and Stirling were also represented. On the Saturday evening W. H. Marwick, M.A., Tutor-Organiser for the W.E.T.U.C. in Scotland, lectured on "The Functions of Trade Unions." On Sunday morning, George Middleton, M.P., Editor of *The Post*, and a member of the U.P.W. Executive, lectured on "The Future of Trade Unionism in the Post Office," this also was followed by a keen discussion, with a tendency to take the opportunity of "getting at" the E.C. through Mr. Middleton. On the Sunday evening Messrs. Middleton, Marwick and Highton addressed a well-attended meeting of the Stirling Branch of the Union.

THE GLASGOW PROGRAMME.

The Glasgow Branch has had to limit its activities in the organisation of classes owing to the enthusiasm for "economy" which possesses the local Education Authority. Twelve classes were asked for, but only four were possible on the £200 set apart for adult education out of a total budget of one and three-quarter millions. The classes are: "The Geological and Geographical Development of the Clyde Valley," Prof. Peter Macnair, F.R.S.E., F.G.S.; "Political Ideals: their Historical and Psychological

Backgrounds," A. K. White, M.A.; "Social Progress in the Nineteenth Century," L. J. Russell, M.A., B.Sc., D. Phil.; and "Social Economics," James Gunnison, M.A. A fifth class under another Authority meets for its fourth year in Thornliebank, subject, "Man and the Universe: Psychology and Philosophy." Dr. Russell is again the tutor. In addition to the classes the Branch has organised a series of Saturday afternoon courses of four lectures each: "The Wonders of the Human Body," Prof. E. P. Cathcart; "The New States of Europe," Rev. T. Hunter Boyd; "Vegetable Foods," Prof. F. O. Bower; "Scottish Education: Historical and Critical," J. Clark, M.A.; and "The Theory of the Modern State," Prof. A. D. Lindsay. The University Court has granted the use of rooms for these lectures free, and is also advertising them.

THE SCOTTISH AUTHORITY.

The results of the elections to the Education Authorities in Scotland, in March and April, were such as to give rise to fears that the W.E.A., which has had to make headway against the suspicion (or is it Scottish "caution"?) of new movements characteristic of public authorities, would suffer severely. It is therefore good to report that while we have undoubtedly suffered a slight set-back, it is only slight. In most cases the Authority was content to say "Thus far and no further" so far as the number of classes approved last year was concerned. In one or two cases the amount of the grant to the classes has been reduced. In one area the short-sighted policy of raising the students' fee by 100 per cent. was adopted—this will mean an actual financial loss to the Authority concerned. But generally the position reached last year has been maintained. The continued unemployment, especially in the steel and iron trades, makes our work among the workers very difficult. Semi-starvation does not tend to an enthusiasm for education in the adult any more than in the juvenile.

WEST LANCASHIRE & CHESHIRE DISTRICT.

During the month the President of the Association (Dr. Temple) has addressed large enthusiastic public meetings at Runcorn and Warrington, which have been of great assistance to the movement in these centres. On November 7th Dr. Temple is to speak at Birkenhead and on December 13th at Southport.

In addition to the existing University Tutorial Classes at Crewe and Warrington a new tutorial class in the subject of "Industrial History" has commenced at Ellesmere Port, and a preparatory tutorial class in the same subject is formed at Shotton. A one-year class has started at Barrow, the students again selecting "Industrial History" as their subject. These classes are chiefly attended by iron and steel workers. In Liverpool two classes have been organised in the subjects of "Elocution" and "Public Speaking" for members of the Union of Post Office Workers.

UNSATISFIED DEMAND IN DURHAM.

The report submitted by the District Secretary to the meeting of the District Council of the W.E.A. at South Shields, on October 7th, states that it has been necessary to refuse many applications for classes as the Board of Education have agreed to make grants for classes up to the amount of last year's total, but there is no possibility of expansion. In Durham county alone there were 72 bona-fide requests for one year classes, as compared to 50 last session, and, things being as they are, probably little more than 40 such classes can be held. So substantial was the cut made in this Authority's estimate for evening classes that we must even drop below last year's number of classes, in spite of the greatly increased demand. Cuts in estimates by all other contributing Authorities give rise to the fear that the number of classes will be reduced all round. It is satisfactory to know that the Board have relaxed to the point of recognising classes up to last year's amount, but this has come too late, as many Authorities determined their attitude previous to the Board taking up this position, hence the drop in classes here reported.

At the moment it would appear that in all we are likely to begin the session with 90 classes, as against 106 with which we began the session last year. Approximately there will be 23 University classes, as against 27 last year, and 67 one-year classes, as against 79 last year. This represents a total reduction of 16 classes, as compared to the number with which we began the session 1921-22. This is all the more sad when we consider that the total number of classes asked for this session was no less than 126, which would, in all probability, have gone forward had we had the necessary financial backing from the Board of Education and the Local Authorities. Approximately, we shall have about 1,800 students this session, as against 2,010 last year, and in contrast to about 2,500 we might have had if all the classes asked for had gone forward.

A substantial number of classes are being held under the joint scheme adopted by the District W.E.A. and the Durham County Branch of the Club and Institute Union, and active work is going forward under the W.E.T.U.C.

INNOVATION AT CAMBRIDGE.

The outlook for the winter is encouraging; not even the Board of Education "grant brake" can stop the process of class-making. The district is considering a pooling scheme to minimise the effects of restriction of grant; this is based upon grant earned and total expenses. The outstanding event of the month is the formation of a University Tutorial Class within the

precincts of the University of Cambridge. This is the first time that a tutorial class has been organised at the seat of the University. Composed mainly of postal workers and railway clerks, some 30 students are studying "Economic Theory and Practice" under the tutorship of Mr. J. W. L. Rowe, B.A. of Trinity College.

The first holder of the James Stuart Exhibition at Trinity College, Cambridge, is the Eastern District Secretary, Mr. G. H. Pateman, who has now entered upon his studies. The exhibition is intended for adult students who have not had an opportunity of reaching the University through the ordinary channels; it is tenable for one year, and the student may choose a course of study subject to the approval of the College. Mr. Pateman will continue to serve the Eastern District in the capacity of Secretary.

LECTURES IN LONDON.

In co-operation with the British Institute of Adult Education, the following lectures are being arranged: Viscount Haldane on "Adult Education and the Individual," with Sir Donald Maclean, M.P., in the chair, King's College, Saturday, November 25th, at 3 p.m.; Miss Margaret McMillan on "Adult Education and the Family," with Mr. W. Graham, M.P., in the chair, at the London School of Economics, Saturday, December 16th, at 3 p.m.; and the Archbishop of York on "Adult Education and Society," with Sir Arthur Steel-Maitland, M.P., in the chair, at King's College, Saturday, January, 27th, at 3 p.m. The chair, at King's College, Saturday, January 27th, at 3 p.m. The proceeds of these lectures will be devoted to the relief of London District funds. It is hoped that they will be the occasion for a big rally of London members, students and tutors. Tickets, 2s. 6d. for the course or 1s. each, may be obtained from the London W.E.A. Secretary, 16, Harpur Street, W.C. 1, or any W.E.A. Branch Secretary.

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Messrs. Allen and Unwin have just published Mr. J. A. Hobson's book on the "Economics of Unemployment," which will be eagerly read by students of the pressing problem which the new Government will have to face. We hope to review this book in our next issue.

CORRESPONDENCE

To the Editor of THE HIGHWAY.

SIR,—In your last issue the able article on "Retrospect and Prospect" expressed opinions that can scarcely be emphasised enough in regard to W.E.A. policy.

Sometimes of late I have asked myself in regard to the W.E.A. Whither bound? To continue its present policy of incurring heavy overhead charges by trying to build up a vast national organisation that shall provide adult education (essentially or primarily a Public Education Authority task) may mean that the W.E.A. must take to "beer and skittles," or "pledge" itself to the Labour movement, or resort to further financial S.O.S.'s! Why bury our heads, ostrichlike, in the sand? We have to choose either Expediency or Object. My viewpoint is partly expressed in the last sentence of the article I have mentioned.

"The imposing national organisation that the Annual Report reveals will be strengthened if it remembers that the little fellowship of students out of which it has grown set before themselves, not the creation of a great organisation but the achievement of a great task."

Yours faithfully,

39, Baker Street, October 13th, 1922. WILLIAM NOBLE.

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All details can be obtained from the Warden, Mary Ward Settlement, Tavistock Place, W.C. 1. Mention should be made of W.E.A. membership when writing.

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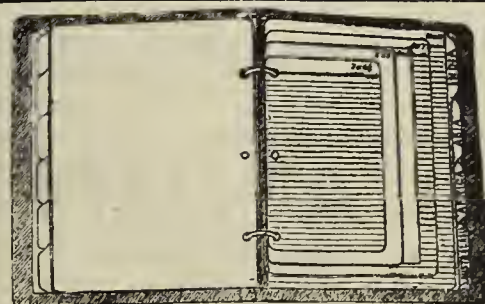
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NOTES OF THE MONTH

WE wish a Happy and Prosperous New Year to all our readers and to all W.E.A. Branches and districts. If there is a certain stringency in the resources of branches, there are compensations in the increasing keenness for education, in the demand reported from all sides for an increase in the number of classes, and in the high standard of work maintained in existing classes. The successes of working-class candidates at the polls in the autumn election has provided a fresh incentive for a thorough, all-round system of adult education, so that the new generation of working-class leaders who are still in obscurity may be prepared in their turn to bear their full responsibility in the working-class world and in the government of the country. It is more than ever evident that the working man who is to take an active part in trade union business, in local and national politics, must have an educational equipment which will put him on an equal footing intellectually with men who have not been handicapped by having to go to work at 14. This is the task which the W.E.A. sets out to fulfil, and its accomplishment demands all the energy and the resource of its members in the provision of equipment, of ideas, of hard work, and, unfortunately, of money.

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In an address given at the third annual Conference on Adult Education of the W.E.A. (Scotland) at Glasgow last month, Dr. Temple restated the fundamental position of the Association. He said that:—

The policy of the Workers' Educational Association, which sprang entirely from the workers, was criticised by those who said that Labour ought to have its own scheme of education independent of anybody else. There was an immense amount to be said for that view. Others said they were out to claim that Labour should have its full share in the inheritance of the past. The usual argument against that was that the Universities were hopelessly possessed by class bias. There was no doubt that the Universities had become, at any rate in England, almost entirely the property of the shareholding class, and it was certainly true that on the whole their books about economics had been written to answer questions that most naturally occur to the minds of shareholding people. People in the world of Labour had come with a different set of questions. The Universities had been able much more than most people expected to respond to the new demand, and there was now a type of economic writing and a type of history coming from English Universities which was quite different from what used to come out 20 or 30 years ago. Among the younger of the university

men there had been many who were only too eager to put their resources of trained study at the disposal of the Labour movement to help it to satisfy its own needs. That had not gone on without opposition from some parts of the Universities, but there had been enough sympathy to secure that the work had been steadily promoted. The policy for which the Workers' Educational Association stood was an ideal, the claim that Labour should have its full share of the inheritance of the great sources of education. Labour would bring a great contribution of its own to the national inheritance. In the long run a bigger and richer result would be achieved by that means than by merely developing Labour organisations within the Labour movement.

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Light is thrown on the need for an increase in secondary and continuation school accommodation by an answer given by the Minister of Labour in reply to Lady Astor on the total number of young people between the ages of 14 and 18 at present registered as unemployed. The number on November 13th were given as 15,960 for London and 70,904 for England and Wales, but Sir Montagu Barlow pointed out that these do not, for various reasons, by any means represent the total number of young people who are idle, more particularly because boys and girls under 16 are not insured against unemployment. Faced by these facts, or rather by the much more serious situation which would be apparent if any complete figures of juvenile unemployment were available, together with the breakdown of the proposals for compulsory continuation schools, the London County Council are attempting to establish a system of part-time continued education on a voluntary basis. Eleven schools have been established from the debris of the compulsory system, and the curriculum recast so that it gives specific vocational instruction.

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"It is not without interest," writes a correspondent, "to note that several firms who were frankly hostile to the compulsory system are actively co-operating with the authorities now that the curriculum is vocational and attendance is voluntary." "The only voluntary schools that have had any success in America," writes Dr. Morris E. Siegel, the Director of Evening and Continuation Schools in New York, "are those connected with commercial or industrial establishments." It is possible, therefore, that the voluntary day continuation school will succeed where the compulsory school failed, and that in time its success will bring about a demand for universality. The London schools are open to young people between 14 and 18 who are not in employment, and also for those who, being in employment, are able to arrange with their employers to have time off to attend the schools. The minimum attendance is six hours a week, and attendance may be made up to as much as 15 hours a week. The usual time of meeting is between 9 o'clock in the morning and

5 o'clock in the evening, but in special cases arrangements are made for earlier classes in the morning and for classes up to 7 o'clock in the evening.

The aim of the schools is to help young people, not only to pursue their general education, but also to qualify for commercial, industrial and domestic careers. A close co-operation is being maintained with the Employment Exchanges, and every effort is made to secure employment for the students. Students may attend either the schools situated near their place of employment or the schools near their place of residence. Moreover, the principals are doing all in their power to meet students and employers as regards suitable hours of attendance, and suitable subjects of instruction. The curriculum includes as its main subjects: English, French, commercial arithmetic, workshop calculations, science, technical drawing, woodwork, metal work, homecraft, and physical training; in addition shorthand, type writing and bookkeeping may be taken. The London experiment will be very closely watched by other education authorities. There is no doubt that if it succeeds, a victory will be gained for education. Once the success of the schools is assured, the curriculum may be given a more humanistic bias, but this orientation should come rather as the result of popular demand than by being imposed from above."

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The W.E.A. policy is for the establishment, as early as possible, of a universal system of secondary schools, but, pending this solution, the London experiment will, as our correspondent says, be watched with interest, though many of us will not agree that we must wait for a popular demand before a more humanistic bias is given to the curriculum. But in continuation schools, as in all other forms of education, much depends on the teacher, and a curriculum which includes English, French and Science, with arts and crafts, may be interpreted in a fashion which will go a long way to satisfy the advocates of cultural as against vocational teaching.

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In response to a deputation from the Glasgow Trades and Labour Council on unemployment on December 23rd, Mr. Bonar Law expressed himself as fully aware of the extent of the evil of allowing boys and girls to be idle on leaving school, and said that an attempt was being made to deal with the position by an arrangement between the Minister of Education and the Minister of Labour, in approaching all the big boroughs and proposing that there should be centres where unemployed boys and girls could go for instruction, and that the Government had agreed to pay 75 per cent. of the cost, if the local authorities could raise the balance.

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At Cardiff an attempt is being made by the Education Committee to provide occupation for the boys and girls who would normally be leaving school this term, without any prospect of employment. The Committee have set aside £2,000 for the provision of upper classes in the elementary schools with a curriculum sufficiently interesting to make the scholars desire to remain. At Newport a one-year course has been arranged at the Technical College for pupils waiting for employment. Presumably schemes of this kind will come within the arrangement contemplated by the Prime Minister.

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The place given to music in education is steadily increasing, though schools have still a long way to go before the very great possibilities of combined musical study are fully realised. Therefore the remarkable achievement of Oundle School in giving an adequate rendering of Bach's Mass in B Minor is worth the consideration of all those interested in musical education. It appears to have been, quite independently of the artistic conception, a splendid example of team work. For while the choir, boys with voices and a reasonable capacity for intricate music, and the school orchestra bore their full part, the ordinary boy, passed into a body with the negative title of "non-choir," also contributed his share. The "non-choir" were taught by heart a few passages. If they could not master the whole they could master selected tunes, and they were brought in at the fortissimo passages to reinforce the choir. Their moments might be few, but they were glorious. It is possible that the Oundle example may inspire older students to equally ambitious efforts.

The month of December saw two international congresses at The Hague, the International Peace Congress of Labour and Pacifist Organisations, organised by the International Federation of Trades Unions, and the Congress for a New Peace convened by the Women's International League for Peace and Freedom, at which 110 other organisations in addition to the national branches of the League were represented. The Trades Union Conference adopted a number of resolutions, the most important of which was a long and reasoned document on the question of the "war against war," which laid down the principle that in order to prevent war the Labour movement must work to "counteract all wars which may threaten to break out in future with all the means at the disposal of the Labour movement, and to prevent the actual outbreak of such wars by proclaiming and carrying out a General International Strike." In discussing this proposition, which had been accepted in principle at Rome in May of this year, Mr. Arthur Henderson said that the cause of peace would be lost if things went so far that recourse had to be made to the general strike, and that the prevention of war must be achieved by constant effort before the critical stage had been reached.

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The various official resolutions were adopted unanimously, except for the dissent of the Russian delegation, who voted against on each occasion on the ground of the inadequacy, in their view, of the whole trade union programme. They insisted on propaganda in the armies so that soldiers might be trained to turn their arms against the "real enemy," the capitalist class. A good deal of passion was naturally aroused by the violent statements made by the Russians. Nevertheless, other national delegates, notably the English and the Dutch, who had insisted on the inclusion of the Russians in the invitation to the Congress, were inclined to think that the Russian tone was a degree less aggressive than had been the case in previous contacts. But whether an advance in this direction had been made or not towards international Labour understanding, they were satisfied that a real step forward had been achieved by the agreement manifested by the English, French and German delegates on the crucial question of reparations.

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In the general discussion nearly every speaker urged the paramount importance of a change in the education of children in the direction of fostering a pacific spirit in the younger generation. The resolution put forward by the Commission on Education insisted that the teaching of history should be reformed by giving a greater place to the history of civilisation, and by laying emphasis upon the economic and social development of humanity, that there should be an end of the glorification of conquests and conquerors, that youth should learn to honour work, and that anything in books and school equipment which tended to arouse militarist nationalism should be eliminated. Special emphasis was laid on the part that the women should play in the inculcation of pacifist ideals in the home.

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The Women's Conference, presided over by Miss Jane Addams, the founder and head of Hull House, Chicago, had concluded the day before the first session of the Labour Conference. Part of the normal work of the Women's International League is the fostering of pacifist ideals among young people by means of international summer schools, etc. This particular conference was called for "A New Peace," and delegates laid especial stress on the danger of arousing fresh warlike passions by the continued occupation of German territory. The women decided to devote all their efforts towards inducing their national Governments to agree to calling an international conference through the League of Nations for a "New Peace." They went beyond the Labour Conference on one point: they demanded, not a limitation of armaments, but total disarmament. The League are holding a demonstration at Kingsway Hall to demand a "New Peace."

At the time of writing the deadlock at Gateshead still continues. The public elementary schools have been closed since October 31st. The case, as stated on behalf of the teachers, is this: the Town Council (the Local Education Authority) applied to the Standing Joint Committee of the Burnham Committee requesting a reduction in Gateshead teachers' salaries, but the application was turned down. The Council then, by a small majority, decided to offer the teachers Scale II., and, failing acceptance, to give notice to terminate their engagements. The teachers declined re-engagement on the new rates. Just before the notices expired it became known that a meeting of the Burnham Committee was being held, to consider the revision of the national scales in view of the exceedingly difficult position of education, and the Gateshead teachers were asked by the Council to remain at school from day to day until the Burnham Committee decision was announced. But the teachers asked for an assurance from the Gateshead L.E.A. that the national decision, when it was announced, would be applied at Gateshead. As no definite assurance on this head could be given the lock-out began. On December 16th the Council of the North Eastern W.E.A. adopted the following resolution:—

That this meeting of the Council of the North Eastern district of the W.E.A., representing trades unions, co-operative societies and other bodies interested in education, urges the Government, through the President of the Board of Education, to take such action at the earliest possible moment as will ensure the re-opening of the elementary schools under the Gateshead Education Authority.

A resolution couched in stronger terms was adopted by the Newcastle (No. 3) Branch of the National Union of Railwaymen.

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The programme of the Yorkshire District of the W.E.A. is set out in *The Yorkshire Bulletin*, published on the 15th of each month, at the District Office, 21, Brudenell Street, Leeds. A glance through the list of University Tutorial Classes, One Year Classes, Courses of Six Lectures, Miscellaneous and Saturday Evening Lectures, Twelve Meeting Classes, Six Meeting Classes, Study Circles, Play Reading and other groups shows how live the organisation is, and how various are the needs for which it caters. A considerable number of the 48 courses available under the Yorkshire and North Derbyshire Miners' Lectures Joint Committee have already been sanctioned. One of these is on the geology of the Yorkshire coalfields, but the others cover the great variety of subject usual in any district list. In addition to the news of branches and the announcements of classes, etc., the *Bulletin* contains interesting original contributions, sketches and poetry.

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We congratulate the City Literary Institute, now in the fourth year of its existence, on the excellent first number of their journal, *The Torch*, which offers poetry, essays and short stories to its subscribers, and gives members of the Institute a common platform. The Institute arranges for lectures in a wide range of subjects, which are given at Birkbeck College, at St. Clement Dane's, Drury Lane, at the Greystoke Place Training College, and at Prince Henry's Room, in the Strand. It was founded, and is maintained by the London County Council to provide for the cultural needs of London adults, men and women. An important and popular part of the work of the Institute is the arrangement of visits, in connection with the lectures, to galleries, museums, churches and places of interest; these help Londoners to know their London and the greatness of their inheritance—an essential and too neglected part of the average Londoner's cultural equipment. It is rather unfortunate that the new magazine should bear the same name as the organ of the Industrial Christian Fellowship. This older *Torch*, now in its fourth year, appears this month in a new format.

CIRCULAR 1259 AND W.E.A. CLASSES

ONE of the last services to education rendered by Mr. H. A. L. Fisher as President of the Board of Education was to induce the Treasury to permit the Board to make an exception to the arrangements contemplated in Circular 1,259 in favour of such classes "conducted solely for the liberal education of adults as the Board might specially exempt" for the year 1922-23. It is reasonable to assume that the concession rested mainly on two considerations. In the first place, the expenditure of the Board on adult education is comparatively small, so that even if they ceased to make any contribution, the economy effected would not be appreciable, while the movement for adult education which has for the most part been built up through the devoted services of voluntary workers, would be seriously threatened; in the second place, the principle which the Government are seeking to establish—that the Treasury contribution to education should not be in excess of 50 per cent. of the approved expenditure incurred by Local Education Authorities cannot be equitably applied to adult education unless the expenditure of the voluntary bodies which organise and to a large extent administer the activities involved is regarded as being necessary and approved expenditure. Although no complete figures are available, a return prepared by our Association goes to show that our own expenditure approximates to that of the Board, and is considerably in excess of that incurred by Education Authorities in respect of our classes. But, valuable as this concession is, it was conceded too late to prevent a number of Education Authorities reconsidering their decision either to withdraw or reduce their grant aid. The difficulties created by this circular have been further increased by the decision of the Board to limit their total expenditure on adult classes organised during the current session to a sum that would not exceed their expenditure on similar classes recognised in the previous year.

It is yet too soon to state definitely the extent to which this policy has injuriously affected our movement during the current session, but reports received from our districts go to show that it is considerable. In some districts it has resulted in a reduction in the number of classes that have been organised as compared with the previous session, while in all districts it has prevented expansion. While a system of "rationing" is detrimental to the healthy development of any kind of education, it is more especially injurious to adult education. It not only hinders legitimate expansion, but in some cases prevents districts from organising the maximum number of classes possible on the sum allocated. Under the percentage system district authorities knew that grant aid would be available for every class organised in its area that complied with the Board's regulations. Under the rationing system, however, they dare not organise any number in excess of that which their ration provides for without incurring a serious financial liability. As a result, while the number they organise is determined on a conservative estimate as to how far their ration will go, there is always a probability of some of these not becoming grant-earning classes, and so even the total amount of the ration available may not be used.

The development of our movement in Wales has been hampered in the past because the University did not accept any financial responsibility, but this difficulty has been overcome, and if the Board had not altered their policy, our Welsh District Authority anticipated important developments, more especially in the Cardiff area. But instead of important developments four Tutorial Classes and seven one-year classes have been dropped in the Cardiff area, and several in the Swansea area. In the West Lancashire and Cheshire District an increase of at least ten classes was anticipated, but as the result of the new policy the Joint Committee reduced the number of classes from 38 to 34. Last

year the N.E. District organised 101 classes. This session no less than 127 classes were asked for, but owing to the policy adopted by the Board and the Local Education Authorities of reducing their estimates of expenditure on evening classes, not more than about 80 can be held this session. From Yorkshire we have to report that all kinds of savings are being attempted by the Local Authorities, who are faced with the necessity of either reducing their expenditure or increasing the rates. As the latter expedient is almost impossible in the existing state of trade and employment, economies are being made in adult as in other education. The Authorities have raised the minimum below which they will not recognise a class, and also raised the rate of average attendance which must be maintained if the class is to continue. Some classes which might have been run on the old figures, but for which the new figures cannot be obtained are not being held. The examples may be taken as indicative of the way in which expansion is being retarded in the different districts or the number of classes even decreased.

What has happened in Scotland is rather different, as the Scottish Education Department is conducted on different lines from the English Board. It is briefly this:—(1) The cutting down of expenditure in England has reduced automatically the amount available in State grant in Scotland. This has led to Authorities cheeseparing their schemes in order to save the rates, the only other source of finance; (2) the knowledge of the situation and the stream of circulars from the Scottish Education Department produced an atmosphere of "economy," and at the last election of Education Authorities (elected *ad hoc* in Scotland) the "economy" candidates were most successful. This in most cases led to Authorities stiffening up conditions of commencing and continuing W.E.A. and other similar classes, and limiting the number to that approved last year.

The position is obviously a serious one for the future of adult education, though disaster has been avoided by the temporary concession secured by Mr. Fisher. We hope that the new President of the Board will stand firm on the Estimates for the financial year 1923-24, which will shortly be under the consideration of the Government, so that there may be at least no lowering of the educational standards already reached.

BOOKS IN THE VILLAGE.

THE lamps are lit very early at this time of the year, and in thousands of scattered homesteads and cottages throughout the countryside there is very little means for amusement or instruction or recreation. In a good sized village there is a fairly developed communal life ranging round centres as different as the comfortable bar of the public house, the lecture in the parish room, and the dance in the village hall. But many tiny hamlets and isolated cottages are too far removed from the village to share these amenities, and it is, perhaps, here that the village book club, or the rural library, is the greatest godsend. In 1919 County Councils obtained statutory powers to establish county libraries, and the Education Committees have shown themselves ready to adopt schemes to meet the rural demand, though in too many cases the severe economies which County Councils have been compelled to adopt have prevented these schemes from maturing. The Secretary of the Carnegie United Kingdom Trust provided the Adult Education Committee with a note on the policy of the trustees with regard to rural libraries. Seven years ago the trustees offered a capital grant to certain authorities to cover the establishment and equipment of rural libraries, together with five years' maintenance on the understanding that the Authority would take over the maintenance of the scheme when they received statutory power to do so, and schemes have now been undertaken in 22 counties in England and Wales, and in 16 in Scotland. Although little more than a beginning has been made reports show that signs of

an improvement in the general level of reading are perceptible. Fiction still stands first on the list, but that is the case with libraries, public and private, provided for all sections of the community. Rural readers make a considerable demand for books on literature, travel and geography, and for biography, and there is a steadily growing number of requests for books on social and economic subjects.

The machinery of the rural library is a fairly simple one. A couple of rooms, under the care of a librarian, generally in or attached to the offices of the Education Committee, stocked with a reasonable supply of books, and adequate facilities for the transport of library boxes is all that is required at the centre; in no case has the cost of the library exceeded the equivalent of a $\frac{1}{2}$ d. rate, and in most instances it is considerably less. Regular delivery by motor van has proved to be the best means of transport; the librarian can, if necessary, visit the different villages without extra cost, and discover for himself the needs of each locality. In each village centre there must be a centre for taking in the new set of books and collecting those which are finished with. The village schoolmaster is generally willing to accept the task (on an honorary basis), and to assist in drawing up lists of books supplied, but in some instances the men's or women's institute, a W.E.A. Branch, or a Y.M.C.A. branch becomes the local centre. Already the provision of books has led to the formation of those reading groups and study circles which form the best avenue to more formal studies, and are an admirable gathering ground for students for classes and lecture courses.

This development involves a demand for "students' books" which can hardly be met from the store of the county library. There must, therefore, be a reserve from which the Education Committee may draw supplies, and this reserve is supplied by arranging that the more expensive and more learned works asked for by rural students may be obtained by the County Librarian from the Central Library for Students in London or, in Scotland, from a similar library now in process of establishment by the Carnegie Trustees at Dunfermline. The great variety of the demand is shown by a list of books sent out from the Central Library, many of them standard works on history and economics, and some of them works on engineering and on industrial technology.

The rural library, when it is well-organised, supplies two purposes: it promotes and facilitates group reading and group study, and it helps the isolated student or reader in remote places, who cannot meet regularly with his fellows, but can fetch his book at stated intervals. In Gloucestershire, where a scheme has been running for three years, the number of known readers is 20,000, rather more than 13 per cent. of the population, a rate which is higher than the normal in town area served by town libraries. The countryman in winter has more enforced leisure than the townsman, and, given the opportunity, will turn to books.

W.E.A. Overseas

The Transvaal Workers' Educational Association in connection with the Johannesburg University have completed a Discussion Circle on Labour and industrial questions covering ten weekly meetings, conducted by Prof. J. Macmurray and others. Each meeting consisted of a lecture followed by free discussion.

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Great service has been rendered to the workers' education movement in South Africa by Prof. John Macmurray, and his departure for England to succeed Mr. A. D. Lindsay as Fellow and Tutor in Philosophy at Balliol College, Oxford, involves considerable loss to Johannesburg. Another appointment interesting to readers of THE HIGHWAY is that of Dr. J. Alexander Gunn to be Professor and Director of Tutorial Classes in the University of Melbourne, Australia. He is to be responsible, in addition to the extra-mural work, for sociological studies within the University. Dr. Gunn is sailing in the first days of January.

BOOKS OF THE MONTH

George Edwards's Life Story

"FROM CROW SCARING TO WESTMINSTER" (Illustrated), by GEORGE EDWARDS. Labour Publishing Co., Ltd. Post Free. Stiff paper covers, 5s. 4d.; boards, 7s. 10d. (Published at 5s. and 7s. 6d.)

Under the title of "From Crow Scaring to Westminster," Mr. George Edwards, the veteran farm workers' leader, has published the story of his struggle, lasting over half a century, to better the conditions of the workers on the countryside. It is a moving account; one, indeed, to be read for inspiration and new courage by those who, still in the thick of the fight, are growing faint and weary. "One half the world," they say, "does not know how the other half lives." That is true in the sense that the thick veil of ignorance which shuts off the life of the countryman from that of dwellers in the town is by no means yet fully drawn aside. Here, then, in this book, a revelation will be found of what independence, determination, even heroism, mean when expressed in terms of the life of the toilers on the land.

Round about 1850 education was a luxury not to be indulged in by "hinds" and "louts." Their proper business it was to drive the plough from the time their hands were big enough to hold it to the time when those same hands were too "rheumatically" to guide it. So that Edwards was a man of twenty before he could read books. (Little did he think of writing them at that time!) Even then, had he not been a man of strong will, and had not a second more fortunate circumstance gone into the making of his life story, he might have continued until now (as many of the oldest farm men have done) without any education whatever. That second circumstance was that, in the spring of 1870, he went to work in a brickfield at Alby, and there he met a woman, Charlotte Corke, "who was to play a wonderful part in his future life." She married him two years later. She had been poor, but had had some education, and was a woman of fine spirit. She undertook to teach him to read and soon succeeded.

But Mrs. Edwards did much more than this. The succeeding years of Edwards's life were years of bitter hardship, disappointment, and strenuous labours in an attempt to make a Union. He was abused by outsiders; he was misunderstood inside his own movement; his motives were questioned; his integrity was doubted. His honour and faith in his class were too well established to be brought down, but the burden of those years told heavily. He nearly lost heart, and perhaps might have given up altogether. But his wife sat at home, and while, in all weathers, he trudged up and down the countryside for others benefit, sick at the thought of the lonely life she led, she kept her courage, and, not thinking of herself, spurred him on. "One night I returned from my work," he says, "and read the usual batch of letters. I said to my wife: 'I do wish these poor people could find someone to lead them. I don't feel equal to the task.' Her reply was: 'You must try. There is no one else who will.'" He reminded her of the more lonely nights it would mean for her. "If you will make the effort, I will make the sacrifice," was her reply.

If the labourers' movement had not then had such a man for a leader, and if the leader had not had such a woman for his wife, who can tell how different would have been the story of rural trade unionism now? The fight is still far (too far) from won, but such devotion and enthusiasm as shine through this book are not given without result.

Read this story, written as it is in the plain unvarnished language of a man who has material to make a book—a unique book—and does not need it to be tricked out with irrelevancies and embroideries to make up a measure for the publisher! The reader who can spend an evening with these pages, and rise from their perusal without being conscious of new strength that is moral and almost physical, must be one of those strange unhappy creatures for whom good books are never written!

R. B. WALKER.

The Obsession of the "Morning Post"

"AN ATTACK UPON TRADE UNIONISM." Published by the Trades Union Congress and the Labour Party. Price 6d.

If somebody could have persuaded the Editor of the *Morning Post* to pay a visit to his own "comping" room and talk freely to the members of the London Society of Compositors who are employed there, this useful and interesting pamphlet would not have been necessary. The Editor of the *Morning Post* did not pay this visit, and his obsession that the British trade union movement is composed of simpletons, manipulated by subtle conspirators, which conversation with his compositors would have removed, has had to be dealt with less informally. Perhaps this is all to the good, for the pamphlet is well written and arranged, and is an authoritative pronouncement on a subject of considerable public interest.

This subject is that of the political activities of the British Trade Unions. The *Morning Post*, acting, it is suggested, in sympathy with many Members of Parliament, who look askance at these activities and endeavour from time to time to limit them by legislative action, launched some time ago a series of charges

against those Trade Unions which put a levy on their members for political purposes. These Unions are divided by the *Morning Post* into those in which, in their opinion, political activity is primary and those in which this activity is of secondary importance. The Unions in the former of these categories are indicted as being "in greater or less degree Socialist Revolutionary Political Clubs." Their method of collecting contributions to the Political Fund of the Union is said to vary from the "questionable to the scandalous," and they are alleged to expend their total income in disproportionate and increasing degree on "management" as contrasted with "benefits." And, according to the *Morning Post*, as a consequence of their extravagance and political expenditure, their membership has lately suffered a sensational decline. These and many similar charges, reprinted from the *Morning Post*, have been given a wide currency, and in "Diehard" households are accepted without question. Any impartial reader of "The Attack upon Trade Unionism" will find that there is even less in them than in the other recently discovered mare's nest of the *Morning Post*—the anti-British conspiracy of the Jews.

To take as illustration the charges which have been quoted. The allegation that political contributions are collected by "scandalous" methods appears to be based upon the practice of calculating contributions to the Political Fund as a percentage of the general contribution—thus, it is suggested, intimidating those members who do not desire to pay the political levy. It is a comical assumption that the British trade unionist who does not desire to part with his money can be so easily intimidated into parting with it, and the pamphlet shows that the assumption is quite unfounded. In the rules of the Union against which this charge is particularly directed, the National Union of Railwaymen, the freedom of the non-political members is carefully, almost elaborately safeguarded, and that the safeguards are operative is shown by the exemption from contribution to the Political Fund of members whose annual aggregate contributions to the other funds of the Union amount to £17,825. The charge that the "Political Unions spend less proportionately on 'benefit' and more on 'management' than other Unions and that their outlay on 'management' is, in any case, unreasonably high," is utterly dispelled in a series of tables in which the expenditure of the two types of Union is compared, and outlay on management of the political Unions is put alongside that of the leading insurance companies. The "argument" that the decrease of membership of the "political" unions is due to their political pre-occupations and not to economic causes hardly needed refutation, but it is adequately answered, and we are shown that in 1921 the expenditure upon benefits of the chief Unions of this type "exceeded that of 1918 by an average of no less than 1,192 per cent., whilst management expenditure only increased on the average by 135 per cent."

The other allegation that Unions, such as the National Union of Railwaymen, are "Socialist Revolutionary political clubs" is wisely left to the sense of humour of those who have the honour of the acquaintance of the Right Hon. J. H. Thomas, M.P.

The pamphlet is, however, much more than an answer, complete and crushing to the foolish and perhaps disingenuous articles in the *Morning Post*. It is a restrained and ably reasoned reply to the case advanced by the supporters of the Trade Union Act (1913) Amendment Bill, and a defence and justification of the demand of the Unions to carry on their political activities without being trammelled. Not only to officials and members of Trade Unions, but to all who wish to ascertain the truth about the nature and exercise of the present power of these bodies, the pamphlet can be strongly recommended.

J. J. MALLON.

The Engineering Industry

"THE ENGINEERING INDUSTRY AND THE CRISIS OF 1922: A Chapter in Industrial History." By A. SHADWELL, M.A., M.P., LL.D. John Murray. 1s. 6d.

This little book purports to be a history of the great engineering lock-out of 1922. It is in fact a propagandist pamphlet, written throughout from the employers' point of view. Dr. Shadwell begins with a short account of the development of the engineering industry—the romance of modern capitalism writ small—a short history of great inventions and great men in the manner of Samuel Smiles. Then comes a section dealing with the rise of Trade Unionism—the formation of the A.S.E. in 1851, the lock-out of the following year, the nine hours' dispute of 1871, and the "New Unionism" of 1889. This is mostly taken from Webb's "History." From this point Dr. Shadwell begins to get to business, for the big dispute of 1897-8 raised many of the same issues as were raised in 1922, and may be regarded as the forerunner of the later struggle. The war period is next described, with its enforcement of dilution and its effect in creating the shop steward's movement. Here Dr. Shadwell pauses to sneer at the Trade Union for not having assumed the management at least of some of the national factories during the war. He says that "the Government would have been delighted"; he does not mention the fact that repeated Trade Union demands for even a share in the control of the factories during the war were contemptuously rejected by the Government; nor does he attempt to show how the Trade Unions could have secured the control which he blames them for failing to secure. If they had struck for control I am sure he would have been the first to denounce them as traitors.

At length Dr. Shadwell comes to the crisis of 1922. His account of the actual phases of the dispute is meagre and inadequate; but he deals very fully and in a thoroughly partisan spirit, with its underlying causes. He is concerned to give the impression that if there was aggressive action it was on the side of the workers and not on that of the employers. The Unions, he says, under the influence of "left wing" elements, were seeking to encroach on the "managerial functions" of the employers; the lock-out was a defensive measure, designed to prevent such encroachments. This defence ignores the fact that the employers' success was used to enforce not only the acceptance of their ultimatum on the question of managerial functions, but also large reductions in wages, the acceptance of payment by results, and the surrender of many conditions won during recent years. In a sense, any action by employers is defensive action. They are the men in possession; they do not need to attack the dispossessed save in pursuit of a strategic advantage. Dr. Shadwell's narrative leaves me quite unconvinced that the employers did not deliberately plan, by a well-timed strategic attack, to paralyse the Trade Union forces in the industry. I am not grumbling at this: it is the business of employers to smash aggressive Trade Unionism if they see a chance. But Dr. Shadwell tries to cover up their aggressiveness from sight, and to depict them as martyred saints rather than business men on the make. No wonder the grateful employers are circulating free copies of his book to their misguided employees. 'Tis just the kind of propaganda employers like to call "education."

G. D. H. COLE.

On Thinking

THINKING: An Introduction to its History and Science, by FRED CASEY. Published by the Labour Publishing Co., Ltd., London, 1922, and printed by C. Tinling & Co., Ltd., Liverpool Courier Offices, 53, Victoria Street, Liverpool. pp. 192. 3s.

This is a curious and interesting little book. In a number of ways it is quite admirable. The first half, devoted to a history of the development of philosophy, is a clear, attractive and generally accurate account of the philosophers. The form of presentation is useful for a text-book. The main points in regard to each philosopher are concisely stated. But careful reading of even this section of the book reveals curious phrases which will "out" in spite of the restraint which the writer has endeavoured to keep up. Cynical remarks on "broadmindedness" are found near the beginning, remarks which hardly reveal a philosophical attitude. Then dogmatic assertions are made regarding materialism, mere categorical statements given with authority. Further on we find Karl Marx brought in suddenly and rather irrelevantly to explain by his materialistic determination of history the rise of modern philosophy under Descartes. Mr. Casey could not keep him back any longer. However, he pulls himself together for another spell, and successfully outlines the modern thinkers from Descartes and Spinoza onwards until he reaches Kant, when the *idée-fixe* will out again to show Kant as one concerned primarily with the exposition of the interests of the middle class! The German thinker was not so much a great metaphysical mind as an active apostle of class war! The solution of the whole problem of thinking came from Marx, we are informed. A special section is devoted to the dogmatic repetition of materialistic ideas of a crude type.

A violent and mistaken attack is levelled at university teachers. They are capitalists, or the representatives of capitalists. Mr. Casey's remarks are grossly unfair, as can be proved by a knowledge of these men. Many of our finest university men, so far from having been born with a silver spoon in their mouth, have had to work hard for their education. Their teaching is not so vitiated by bias on the side of "capitalists" as Mr. Casey thinks. He states definitely that university teachers are the representatives of the master-class. This from a book on "*Thinking*" makes one seriously question the writer's ability for his task. Such suspicions are confirmed when we come to the second section devoted to Logic. The "complex" is no longer "repressed." Here we have a catechism of revolutionary class war. It is, indeed, a work on "*Thinking*," but only a certain kind of thinking. It should have been called "Treatise of Dogmatic statements on behalf of the class war and violent revolution," rather than Logic. The writer has a certain ability, and the book, we are told, has a sale, but we can only warn serious students of *thinking* and of general philosophy that they need not turn to this for much guidance. We admit that the first portion is a competent survey of most thinkers, yet the "Marxian complex," in the writer's mind, is evident, and it comes to its own and runs "amok" in the second part. There is a curiously mixed bibliography of works on philosophy and the class-war, which well reveals the character of the book. A slight error in the book list is the confusion of Wildon Carr's little book on Bergson with his "*Philosophy of Change*." Minor slips of this kind will not seriously mislead any student, but the book, as a whole, will certainly do this unless the reader can still retain some power of real "thinking" for himself.

J. ALEXANDER GUNN.

Crabb Robinson and his Friends

BLAKE, COLERIDGE, WORDSWORTH, LAMB (Henry Crabb Robinson), by ED. EDITH J. MORLEY. Manchester University Press. 7s. 6d.

Henry Crabb Robinson lived from 1775-1877, and he wasted no time. He had a genius for friendship, delighted in the society of literary men, and contrived to make voluminous reports of the conversation he heard. These detached memories have been ingeniously combined by Miss Morley, and anyone wanting to know Coleridge, Wordsworth, Lamb and Blake more intimately, need only dip into this quaint book. There is secret joy in discovering that the philosophy of Coleridge, and the deep religious fervour of Wordsworth did not prevent them from being ordinary mortals after all. An almost disproportionate part of the book is devoted to the quarrel between these two great men, and we find that the quarrel was just like our quarrels, a great eruption, due to a trifling cause.

To appreciate literature it is not necessary to know the details of Hazlitt's divorce, De Quincey's beggary, Coleridge's occasional tearfulness, or Lamb's love "of the beaker full of the warm south." One can find inspiration from Coleridge's lectures on Shakespeare without knowing that he frequently forgot to prepare them. But Miss Morley rightly thinks that people who love the writers of the early nineteenth century will understand them better if they can see them in their homes and hear their conversation.

Crabb Robinson tries to keep himself in the background, but he shows powers of portraiture. His thumbnail sketches impress themselves upon the memory. Here are a few morsels of criticism. "Lamb has the spirit of devotion in his heart, and the organ of theosophy in his skull." "Lamb was a warm lover of Wordsworth's poetry, but thought Coleridge the greater man. He preferred 'the Ancient Mariner' to anything Wordsworth had ever written." "Coleridge said there were wrongers as well as writers on subjects."

This book projects us into the literary life of the past, and we return to "The Essays of Elia," "The Ancient Mariner," "The Excursion," and "The Songs of Innocence" with the zest that comes from personal friendship with the authors.

E. C. WILKINSON.

A New Anthology

A CHOICE OF BEST LYRICS. Selwyn & Blount. 4 vols. 1s. Cloth 1s. 6d.

Three volumes of this excellent series are already published and there is no longer any excuse for ignorance of the lyrics of the 17th, 18th and 19th centuries. For one shilling the lover of poetry can buy a charming little book that pleases the eye and the mind. The appearance is alluring, and the contents harmonize with the appearance. Mr. Roger Ingpen wastes no time explaining the views that govern his selection. He wisely allows his choice to reveal his principles. Every lover of poetry has made his own anthology, and on the issue of a new one he finds a malicious joy in the superiority of his own. On this occasion that pleasure will be denied him.

Most of us are singularly blind to the truth. We see the life about us through the smoky glasses of prejudice, smokier because of faulty education. The poet has the priceless gift of sight, and in lyric poems he tries to make us see reality as he sees it. It is no part of the poet's function to comment on this reality. Criticism and interpretation are the duties of teachers, preachers and well-wishers. When the poet ceases to reveal, and begins to explain he is changing from the seer into the scientist. This view of the function of the poet necessitates the omission from a lyric anthology of many famous poems, and readers of this selection will be disappointed at times not to find their old favourites. If they look carefully they will see that Mr. Ingpen has chosen well and given us not only a readable, but a representative selection.

We all have our likes and dislikes. Let me confess that I feel uncomfortable about the 18th century poets. Most of them seem to have been wearing black when they wrote their poems. They smack too much of the schoolmaster and the clergyman. They are too fond of the dexterously turned phrase, too fond of a moral. Passing from volume 2 to volume 1 of the selection is like passing from the class-room to the common room, from the study into the open fields. The freshness, the boyishness of the 17th century lyrics makes those of the 18th old and wizened. I would suggest to the reader that he reads in turn the love poems of Shakespeare and Drayton, then Prior, then Browning, or again, that he reads the poems on Spring, written by Nash, Gray and Wordsworth. Then he will understand my meaning. In reading the volumes through I felt, somehow, that "Helen of Kirconnel" and the poems of Andrew Marvell were out of place in volume 1. In different ways they struck a note not in harmony with the remaining poems of the volume. A similar feeling came to me in the second volume with the poems of Blake and Burns, and in the third volume with the poems of Leigh Hunt and Charles Lamb, but, of course, it is not possible to place all poems in a category, even if the historical method of classification be followed.

Altogether this is an admirable selection. Moreover, a book that can be easily carried in the pocket is a treasure to the W.E.A. student.

E. C. WILKINSON.

The Study of Memory

"REMEMBERING AND FORGETTING." By Professor T. H. PEAR, M.A., B.Sc. Methuen & Co., 1922. 7s. 6d.

Professor Pear's book is one of great interest and value to W.E.A. students. It is in part based on lectures primarily intended for medical students of psychology, but these have been very greatly added to and elaborated, and the material dealt with is of such general psychological importance that the book has an appeal to a far wider circle than originally called the lectures into being. And since Professor Pear is always a genuine teacher, he is able to present the often technical facts and problems discussed with a simplicity and clarity that bring them well within the appreciation of the non-technical student. Yet (it is hardly necessary to say) the book is far removed from the type of "popular" books on psychology which have flooded the market of late. It is very solid, and full of material that will not come in the ordinary way of students who have little access to research literature. Many of the problems which it discusses in so fresh and stimulating and yet so careful a manner are at the core of scientific controversy to-day. We recommend the book to readers of THE HIGHWAY; its reading will be both a delight and a discipline.

S. S. BRIERLEY.

The Page of History

"POLITICAL ENGLAND": A Chronicle of the Nineteenth Century, by SIR ALGERNON WEST. T. Fisher Unwin. pp. 117. 7s. 6d. net.

Those who have taken an interest in Mrs. Asquith's "Autobiography" will, doubtless, also take an interest in knowing where she learned her history. This little book (which is a model of tasteful printing) will provide the clue. Mr. Shand's foreword to "Political England" tells us that, at the request of Miss Margot Tennant (as she then was), Sir Algernon West was induced to write, in the form of a letter to her, a short sketch of modern political history from about 1783 to 1880. This family manual was dashed off in 1890, and found among the author's papers after his death last year. As history it has no significance whatever, though it contains a few new personal anecdotes, sandwiched among many old ones. It manages to include tiny thumb-nail sketches of every important politician of the period; sometimes they are happy, sometimes not—as when Fox is comically dubbed "the English Demosthenes." The only point of publishing the book seems to be, therefore, to show the attitude of an orthodox Gladstonian Liberal towards nineteenth century history. It certainly tickles the modern eye to read that, whilst the introduction of a parcel post, in 1883, brought advantages to the whole community, "there is only the counter-availing disadvantages of adding enormously to the number of men employed by the State." The closing exhortation points the moral of it all to the budding young Liberal, Miss Margot: "It is to that Party that the nation owes every great reform that has ever been accomplished." O, shades of the Factory Acts! O, impartial Education!

R. S. LAMBERT.

BOOKS RECEIVED

Blake, Coleridge, Wordsworth, Lamb, etc., being selections from the Remains of Henry Crabb Robinson. Edited by EDITH J. MORLEY. Manchester University Press & Longmans. Cloth. 7s. 6d.

The Change to Modern England. H. ALLSOPP. Nisbet & Co., Ltd.

The Social Interpretation of History. MAURICE WILLIAM. Allen & Unwin. Cloth. 10s. 6d.

A Farmer's Life. GEORGE BOURNE. Jonathan Cape. Cloth. 10s. 6d.

An Introduction to the Study of Plato. WILLIAM BOYD. Allen & Unwin. Cloth. 3s. 6d.

Penal Reform. EDITH WHITING. National Adult School Union. 3d.

New Simplified Spanish Grammar. C. J. MACCONNELL. Fisher Unwin. Cloth. 9s.

A Skeleton Spanish Grammar. E. ALLISON PEERS. Blackie & Sons. Cloth. 3s. 6d.

Political England told in a letter to Miss Margot Tennant. SIR ALGERNON WEST. Fisher Unwin. Cloth. 7s. 6d.

The Engineering Industry and the Crisis of 1922. A. SHADWELL. Murray. Paper. 1s. 6d.

The Expansion of Britain. W. R. KERMACK. Oxford University Press. Cloth. 2s. 6d.

Readings from the Literature of Ancient Rome. DORA PYM. Harrap. Cloth. 3s. 6d.

The Unfolding Purpose. Being the Adult School Lesson Hand-Book for 1923. National Adult School Union. Limp Cloth. 1s. 3d.

Our Hellenic Heritage, vol. II. H. R. JAMES, M.A. Macmillan. 4s. 6d.

An Outline of Modern Imperialism. PLEBS TEXT BOOK, No. 2. Plebs League. 2s. 6d.

Geneva. Being an account of the Third Assembly of the League of Nations. H. Wilson Harris. League of Nations Union. Paper. 6d.

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LAUSANNE SIDELIGHTS

By H. WILSON HARRIS.

LAUSANNE, with all its vicissitudes, must rank among the comfortable conferences. In fact, it may be claimed, on the whole, that its only serious rival in that regard was San Remo. And, perhaps, San Remo stands out in memory lit by a more golden glow than the cold facts of the case quite justify. For it was the first experiment of the politicians in the sedative influences of palms and sea breezes and sunshine. Before that there had only been Paris and London. The change was so complete, so soothing to the most violent of disputants, that, as I say, we tended inevitably to mark it with almost too bright a star.

And yet there was something about San Remo, beyond what the waves and the breezes and the rose-clusters conferred. For all those we had at Genoa—and for spiritual and physical discomfort Genoa vies only with Spa. Not that I, personally, complain unduly of Spa, for being by the mercy of Providence evicted from the mediocre hostelry, where a room had been booked for me, I scoured round in the byways till I came on something very near the perfect village inn, with a charming white-haired Belgian lady as hostess and two flaxen damsels to do the work of the house, as well as waiting in the spotless little restaurant whose unambitious meals gradually attracted from the pretentious hotels everyone who knew good food, well cooked, when he tasted it.

But I digress—surely, not quite without excuse. The real trouble at Spa was the distances. The frontier town lies among hills, and most of the delegations lived at the top of one or other of them. The Germans, especially. They were three or four miles off by road, but only ten minutes or so if you chose to scale the wooded hillside to their mountain fastness. Where the French were I never discovered. Mr. Wickham Steed, of course, knew all about them. Other people merely assumed they lived somewhere, since they appeared duly each day at the Villa Fraineuse, itself away out in the woods on the road to the frontier, where the conference held its singularly palpitating sessions. Altogether there was ample ground for the reflective observation of an Italian expert, that the organisers of the conference had avoided all danger of disagreement between the Allies by putting them so far apart that they could never meet.

It was the same thing at Genoa, only worse. There the range of distance between the Scandinavians and Dutch to the north and the Russians and other odd delegations in the south was round-about thirty miles. Somewhere in the middle was Genoa, and somewhere in Genoa were the British and the Italians and the French and the Germans and various other obscure inhabitants of Europe and Asia. Special trains puffed diligently up and down the coast, trying to maintain liaison, but the outlying delegations complained with bitterness that to find out what was happening at Genoa they had to wait till Paris papers of the previous day turned up.

From which we get deviously back to Lausanne. As I say, it really was a comfortable conference, strenuous though the efforts of Mr. Chicherin to make it otherwise were. There was, it is true, a hill as at Spa, but only one hill, not half-a-dozen. You were carried straight up it in a tramcar or a funicular, and found your way straight down by the force of gravity. Between the Turks and Greeks and French at the top, and the British and Italians and Americans at the bottom, the Serbs and the Russians and Bulgarians and all the propagandist hangers-on were conveniently sandwiched. And the meeting-place of the conference being opportunely fixed at the hill's foot, the British had nothing more strenuous to do than to keep staying where they were.

But Lausanne was comfortable in other ways. Tranquillity is now the watchword, and the Marquess Curzon of Kedleston struck resolutely out along the lines of the new tradition. It was a little difficult, with negotia-

tors like the Turks and the Russians to handle, but in spite of such obstacles the conference flowed peacefully on for three weeks or more before the first real crisis broke. Lord Curzon had, in the first place, the inestimable advantage of knowing his subject thoroughly. And if there were any little points he did not know he sat up till three in the morning to thrash them out. Another thing he knew was his own mind. When he took a line in public, or, for that matter, in private, he stuck to it to the end. The result was that both Allies and Turks were always certain where to find him, a fact to which was primarily due the unprecedented unanimity preserved in the Allied camp from start to finish, or at any rate, from start to the moment these words are being written.

There are tactful masters of ceremonies at Lausanne. That is another point about it. Close to the Kursaal, where the opening ceremony of the Conference was performed, is the statue of a local worthy, bearing on its pedestal a declaration to the effect that "Christianity represents the eternal seed of liberty in the world." It was recognised that this was a sentiment Lausanne's Moslem guests could hardly be expected to endorse, so their carriages were skilfully deflected to the other side of the statue, whose pedestal on that face is compromised by no such controversial dogmatism.

The same ceremony, by the way, was marked by a speech, in which Lord Curzon, warming rapidly to eloquent eulogies of ever hospitable Switzerland, declared impressively that it stood in history before the world as a country whose borders had never been invaded. Shades of Napoleon! Shades of—but those patriot defenders can, after all, rest quiet in their graves, for the speech was hastily edited before publication, and its original text is now as rare as the papyri of King Tutankhamen.

On the whole, as I have said, Lausanne, in its earlier stages, at least, was as placid as a landscape by Leader. And it displayed to the eye the same comprehensiveness and the same lack of conspicuous landmarks. Only one or two little chance vignettes remain. One was the departure of Signor Mussolini. The Italian dictator had barked loudly and bitten gently. He had unbent as a dictator may. He had come to cordial agreements with his colleagues. He had faced batteries of cameras unflinching. He had given impressive little interviews to the journalists. And he was about to depart by the midnight train.

But dictators must not hurry. At certain moments, at any rate, deliberation and impassivity are priceless assets. So Signor Mussolini descended from his room to the hall of his hotel full fifteen minutes before it was time to depart. The hall was empty. He took a seat in the middle of it. He dropped his head between his shoulders. He pressed his stick against his chin. He plunged in meditation. His suite gathered deferentially in the middle distance. Great projects, fraught with infinite portent to the State, were manifestly shaping themselves in the hush.

And then Mrs. Clare Sheridan floated through the hall, likewise on her way to the midnight train. Mrs. Clare Sheridan, who had done busts of Trotsky and Lenin and interviews with Rudyard Kipling. Mrs. Clare Sheridan, who set all heads turning where she trod, and passing all unconscious towards her taxi, dealt impassivity the heaviest blow it had ever had to parry. Could it survive? Alas for the soliloquies of statesmen. Like the sudden flashing of an electric bulb the set gaze switched back from utter distance to immediate foreground. The strained pose relaxed in swift collapse. The poised head swung round to its furthest limit to catch the last glimpse of the retreating vision. The tableau was shattered, its reconstruction hopeless. Nothing left but move off to the station forthwith—in the wake of Mrs. Sheridan.

So, stern, still impassive, impressively pacing, but with knowledge of discomfiture gnawing his heart, the dictator vanished from Lausanne.

ERSKINE CHILDERS :

An Appreciation and a Criticism

A VERY PERFECT GENTLE KNIGHT

By ALFRED OLLIVANT.

I SAILED with him on the *Asgarde* in the Baltic the year before the War. A skipper more considerate of his crew of amateurs, who when they came on board hardly knew a sheet from a sail, it would be impossible to conceive. Whenever there was arduous or dangerous work to be done he did it ; partly because he was leader, partly because he was the only competent member of the crew, and most because he loved danger and hardship for their own sakes. Indeed he was by temperament one of that great company of gentlemen-adventurers which our country—for he was English on his father's side—has given, perhaps, in fuller measure than any other to the roll of history.

The winds were contrary. We beat all down the Baltic ; and, South of Christianso, ran into a gale. Some tackle broke away at the mast-head and had to be lashed down. Childers, already grey, lame, and the eldest of us by some years, went aloft to do it. A little figure in a fisherman's jersey, with hunched shoulders and straining arms, the wind tearing through his thick hair, his face desperately set, he tugged, heaved, fought with hands and feet and teeth, to master the baffling elements and achieve his end. That is how I saw him then ; that is how I shall always see him now—a tussling wisp of humanity, high over head, and swirling with the slow swirl of the mast against a tumult of tempestuous sky.

At that time he had recently resigned his clerkship in the House of Commons, and a third of his income with it, to devote his life to obtaining liberty for Ireland. He had just written *The Framework of Home-Rule*, believed in the Dominion status, and was standing as a Liberal candidate for Parliament. Next year he abandoned his candidature, in the main I think because of his disappointment at the surrender of Mr. Asquith's Government to Sir Edward Carson.

Just forty-eight hours before Austria declared War on Serbia, Childers ran the little *Asgarde*, his wife as always at the helm, one perfect Sunday morning of late July, 1914, into Howth Harbour. She carried a cargo of arms with which the Irish of the South, having lost faith in the power and will of the British Government to protect them, were determined to defend themselves against the army of Ulster. Six months later, in the dark of the year, Childers was leading the famous bombing attack from the sea on Cuxhaven, which was one of the most romantic episodes of the early stages of the War. By 1916 he had come to the reluctant conclusion—wrongly, as I believe—that Great Britain was not sincere in her protestations that she was fighting for the liberty of the little nations. He retired, in so far as he was able to do so with honour, from active co-operation in a cause in which he no longer believed, and devoted himself thereafter to working for the independence of the little nation for which he had lived and was to die.

In June, 1919, he wrote to me with reference to the Ulster Campaign of 1912-1914 :—

Of course it was completely successful and has dominated all British policy since and led to Sinn Fein and the Irish Rebellion, while incidentally you may see in it the worst features of the Peace Treaty and the scrapping of the Fourteen Points and a genuine League of Nations. It completely identified Great Britain with Prussianism. In the same month he wrote : *Ulster is the key to the world.*

That year he moved finally from the little flat in Embankment Gardens, Chelsea, where in the days before the War you met, not only men such as Sir Horace Plunkett who were, like himself, devoting their lives to Ireland, but most of the advanced Liberal world of London. Thereafter he established his home in Dublin.

Once in 1920 I wrote and asked him whether he could

give me definite evidence of the part played by Sir Henry Wilson in the Ulster Campaign. He replied that he could not. *We have always believed, etc., . . .* he wrote. *But this is not evidence*, he was careful to remind me. And all through the time of torment that ensued the characteristic that struck me most in him was his scrupulous fairness to opponents.

How he lived through the so-called Reprisals Campaign I never understood : for he was now admittedly the most formidable opponent of our rule.

When the Campaign had failed and the Government had suffered in consequence a sudden and beautiful conversion to more Christian methods, I wrote to him at once to point out that the British volte-face had completely changed the situation ; that our Government had gone as far and given as much as could fairly be expected ; that it would now, for the first time, have the country and the Empire solid behind it ; and I implored him to come in and help. He replied at once in a long letter which I turned up afresh yesterday when I heard that the end had come. He was charming as always, reasonable as always, and—utterly irreconcilable.

No one dies for Home Rule in any country, he wrote. *The thing McSwineys and commoner men in millions die for—freedom—is not a thing that can be disguised under phrases or whittled away by limitation. Everybody knows what it is and this (i.e., the British terms) is not it* . . .

That was, politically speaking, the parting of our ways. I never heard from him again, and knew from that hour that whoever else might come out alive from the Ordeal by Civil War to which he, and those who thought like him, were subjecting Ireland, it would not be Childers.

* * * *

When the news came that he had been captured, it was clear to most that only one end was possible. No Government, that proposed to govern, could have wavered : for if mistakes in judgment which mean ruin to a country are ignored what may not the consequences to the innocent involve ?

* * * *

In the last few years, since he became a legendary figure, I have sometimes been amazed, and more often amused, at the misunderstanding of the man, whether based on malice or sheer ignorance it was difficult to say, evinced by our public and our press.

Erskine Childers was, in fact, an inspired fanatic : a Christian ghazi, drunk not with bang, but with the idea of Independence, and charging magnificently down the bleak hillside to certain death on the bayonets of the massed opinion of his own country and of ours. When a prominent member of our recent Government, to his eternal shame, described Childers after his capture, as he lay in gaol awaiting trial for his life, as a *murderous renegade* : when our English papers wrote of him during the height of the trouble as a *sinister figure* and stressed, as they loved to do, his intellectual qualities, they gave a childish false impression of the simplest and most sincere of men. His intellect was the least of him ; and its limitations his ultimate undoing. He was first, foremost, and all the time, a mystic, though probably an unconscious one, who would, I think, in the days when I knew him best, have defined himself as an agnostic. Nobody could be with him and not feel his spiritual apartness. He lived in a cloud of dreams and ideals, remote from the world. His feet were not on earth, but his head was certainly in heaven. He was one of those practical mystics of whom Lord Rosebery wrote many years ago that they were the most formidable of men. Had his mind been as good as his heart was big he would have been one of the great world-forces of our times. But the eye of his intellect was obscured and growing, so it seemed to me, always obscurer. You can see it in that noble and pathetic apology he wrote when lying under sentence of death. The good democrat had become merged in the dogmatic

pedagogue. At the last it was no longer the will of the Irish people that he sought, but what he believed was good for the Irish people. In this his final phase his judgment proved as faulty as his purpose remained pure and his courage high. Some will-o-the-wisp seemed to possess his brain and lead him ever forward over bogey-haunted quagmires to his inevitable doom.

To English men and women, who believe that they owe it to Erskine Childers that their dearest were foully done to death; to Irish patriots who conceive of him as the alien author of the ruin of their country, it may be hard to understand what is in fact the case: he was the knightliest of men; one of those

*Soldier-saints, who, row on row,
Burn upwards to a point of bliss.*

There was never any man of whom Sir Ector's lament over another knight who also greatly lived, greatly failed, greatly died, could have been more appropriately penned.

Single of purpose, valiant beyond belief, chivalrous to a fault, he was one of the pure of heart. Therefore of a certainty he now sees God.

The Ireland of the moment may not mourn him; the Ireland of to-morrow will hold his memory for ever green.

To-day I read that he shook hands with the firing-party that was to send him on his way. How like the man!—and with what a noble gesture he leaves the world!

God rest the tired and battle-worn spirit of one of the most gallant gentlemen that even Ireland has given to our earth.

THE WOMAN STUDENT

DO the Tutorial Class and the One Year Class, as at present organised, meet the needs of the many working-class women who desire to take their full share in the political, the industrial and the cultural life of the community? Is the proportion of women in Tutorial Classes throughout the country, at present 30 per cent. of the total attendance, and many of these women engaged in teaching, as large as it should or might be? There is an attempt to answer these questions in a little pamphlet, *The Development of Adult Education for Women*, issued by H.M. Stationery Office (price 6d.) as Paper No. 4 of the Adult Education Committee. The section on Tutorial and One Year Classes is only a part of the subject dealt with in the pamphlet, which covers many other sides of education for women—the facilities offered by the Village Institutes, the Women's Co-operative Guild, the Adult School Union, the college for working women, and other organisations. But the section on the work done by, or in co-operation with University extra-mural authorities is of particular interest to W.E.A. members, and, whether we agree or not with some of the statements made and the criticisms put forward, the report deserves careful consideration. We make no apology, therefore, for quoting some of the more controversial passages, and recommend women members of the W.E.A. to buy the pamphlet and study the various problems raised. The report says:—

The nature of the subject (of the Tutorial Class) is an important factor in determining the proportion of women in a University Tutorial Class. Some subjects appeal more strongly than others. Moreover, in the determination of the subject, it sometimes happens that the men of the class express their views more forcibly, and unduly influence the decision, with the result that many potential women members abandon the idea of joining the class, or resign membership long before it has run its course. But the subject is not the only factor determining the number of women in any class. In some districts much depends upon the manner in which the class originated, and the industrial features play an important part. Thus, in a mining village, or in any area in which the men students are drawn from the same industry, the proportion of women is smaller than in an area such as Liverpool, where the men are drawn from a variety of occupations, none of which predominates; or Nottingham, where the chief industries require women workers as well as men. All three factors which have been indicated appear to be inter-related. . . . The "community spirit" is less

developed among women than men. They hesitate to measure themselves against men and against each other. Moreover, until recently the rights and obligations of full citizenship were restricted to men. An opinion is expressed that the extension of the franchise is producing a profound change in the attitude of women towards education and towards each other, but that the full effects of this cannot be seen at once. In the past, too, the organisers and chief officials of the Workers' Education Association and of University Joint Committees have almost invariably been men, with what may be called the men's point of view; and it is by no means unlikely that the inadequacy of the representation of women upon the directing staff has led to the partial neglect of the women's problem. In any case, the demands of men, being expressed with greater force and insistence, have proved sufficient to absorb almost all the energies of the controlling bodies.

After pointing out that the moral obligation to attend for three years is more difficult for women to undertake than it is for men, and that it is often not possible for a woman to attend in the evening, when classes are usually held, the report notes that women very rarely attend with their husbands; and records the remark of a tutor that "There are 'Tutorial Class widows' as well as 'golf widows'; here, it seems to me, lies one of the most serious difficulties of the adult education movement." It is said that except in classes, usually those in biology and literature, in which the women are strong in numbers, they do not speak so freely as the men. The report goes on to say:—

Moreover, economic and social topics are the subject of daily talk among men who usually come to the classes already interested in them, and accustomed, in factory, office, and trade union branch, to express their views upon them. The habits of life and the experience of the women, even of women teachers, are different. They often feel themselves to be inferior in point of knowledge and experience, and therefore hesitate to engage in discussion. When they do contribute they often fight shy of the abstract and speculative, and concentrate upon the concrete and "local."

The question arises whether special classes should be arranged for women, as has been done in some instances; but there is general agreement that the system of mixed classes is the right one. It is urged that there should be a closer co-operation with women's organisations, with a view to increasing the number of women students. That the needs of women, as at present formulated, appear to be met more nearly by the One Year Class is assumed from the large proportion of women, 665 to 863 men, attending classes of this nature in one area in the session 1920-21. After quoting at some length the opinion of a witness whose name is not given, the report says:—

So far as women are concerned, it is clear that very few are in a position to undertake a moral obligation covering three years, and we think that this constitutes a serious argument for increasing the number of advanced one-year classes. As regards a union of University Extension method with Tutorial Class organisation, while expressing no opinion with regard to men, we feel that for the considerable proportion of women who wish to continue their education in an ordered succession of subjects, the method of University Extension fully carried out is more likely to be attractive, and on the whole is more suitable, than the method of the Tutorial Class.

The summary of conclusions on this branch of adult education for women is as follows:—

(a) The system of mixed classes is educationally sound. In the earlier stages of women's educational development there is, however, a clear need for special classes.

(b) An endeavour should be made by organisers of Tutorial Classes to secure a greater proportion of women in each class, particularly "shift" classes, and to co-operate as closely as possible with women's organisations.

(c) The fact that few women are in a position to undertake a moral obligation covering three years constitutes a serious argument for increasing the number of advanced One-year classes. These classes are free, in a large measure, from the difficulties affecting the attendance of women at University Tutorial Classes.

(d) For the considerable proportion of women who wish to continue their education in an ordered succession of subjects, the method of University Extension fully carried out is more likely to be attractive, and on the whole is more suitable than the method of the Tutorial Class.

An excellent little illustrated review for students of the French language is *La France*, published at 2d. weekly. The paper contains short sketches and extracts from various papers. For children there is a simple sheet *L'Echo de France* (price 1d.), with more illustrations and easy stories and sketches.

Americanism

Mr. Colyer's book is not merely about America—it is about Americanism. His thesis is that Americanism constitutes a system of ideas and practices which, representing the fullest phase of development of the capitalist mind in action, is a menace to the whole world. The world as a whole, according to Mr. Colyer, will become Americanised unless it finds with speed a better way. His better way is Communism, which he sees as the great world power for good in conflict with the evil world force of the American idea. But his advocacy of Communism as the alternative is kept for the final chapter, and for the greater part of his book he is just describing present-day America as he has seen it, especially under the stress of war feeling. Mr. Colyer writes vividly, and the story loses nothing of its horror in his manner of telling it. After finishing his book I turned to read "Babbitt," by Mr. Sinclair Lewis, in which that excellent American writer has set down his impressions of the business men and the ways of middle-class life in his own country. There is a startling resemblance between the two pictures. Mr. Colyer's is the more denunciatory, but it is hardly more critical. Mr. Lewis's is relieved because the human feelings of the men of whom he writes stick out through the chronicle of their deeds, whereas Mr. Colyer's narrative of hard events gives no room for human qualifications. But, judge America by what either writer tells you, and she is far more savage than any nation, civilised or barbarous, has a right to be.

Are these pictures true? As far as they go I see no reason for doubting their truth. But they are certainly not the whole truth. Mr. Lewis, it is clear from his book, would not claim that the bad is all the truth. And the Americans one meets fail quite extraordinarily to sustain the role of ruthlessness and efficiency which their system would seem to be aimed at inculcating. They fail to give even a 50 per cent.—let alone a 100 per cent.—of Americanism. But, Mr. Colyer would say, it is a question of the system, which, based on modern business necessities of large-scale exploitation, is threatening to dominate the whole world. Mr. Colyer's indictment is so thorough-going that I begin to doubt if America can really be as black as he paints it. That it is mighty bad for "radicals," however, does not admit of doubt. Mr. Colyer has "had some," and perhaps this has added to the graphic quality of his writing. Certainly his book is very good reading and his point of view well worth considering. But I sometimes wonder whether, when it comes to the point, the silky gentlemen of the Old World will not knock spots off America, even for the ruthlessness and narrow-mindedness which he portrays—and that without any special process of Americanisation being needed.

G. D. H. COLE.

* "Americanism: A World Menace." By W. T. Colyer. Preface by Tom Mann. Labour Publishing Co. 6s.

London Lectures

Lectures.—On Saturday, 27th January, 3 p.m., at King's College, Strand, the Archbishop of York will lecture on "Adult Education and Society." Admission 1s. or by course ticket. This lecture has been organised in co-operation with the British Institute of Adult Education. Proceeds in aid of London district funds.

On Friday, January 12th, 6.15 p.m., Professor Graham Wallas will lecture at the School of Economics on "The Psychology of Administration." This lecture has been arranged in co-operation with the National Federation of Professional, Technical, Administrative and Supervisory Workers.

The New Education Fellowship, the organ of which is *The New Era*, seeks to promote a sense of solidarity among teachers and those interested in education in all countries. They are now organising a second International Conference on Education to be held at the Institution des Essarts, Territet, Switzerland, from August 2nd to 15th, 1923. The circumstances of many European teachers make it impossible for them to attend, Conferences abroad unless assistance is given them. A fund is, therefore, being opened for the use of delegates from countries with a depreciated currency. The Organising Secretary of the Conference is Mr. I. A. Hawliczek, Maryland, Letchworth, Herts.

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JOHN MURRAY, Albemarle St., LONDON, W.1

CORRESPONDENCE

The Capital Levy

To the Editor of THE HIGHWAY.

SIR,—Miss Jane Hamilton's first question on the capital levy is easier to answer than her second.

The burden of government war-debts, and indeed of all debts, is reduced by inflation just as it is increased by deflation. Not only Russia and Germany, but France, Italy, Belgium and other countries have reduced their internal debts by inflation; but this method is grossly unfair because holders of Government stock are mulcted, not in proportion to their ability to pay, but in proportion to their holdings. The continuance of this process to extreme limits as in Germany, Poland, Austria and Russia destroys the habit of saving and has the most disastrous social consequences.

The second question wrongly assumes that a capital levy would necessarily involve a general fall of prices in this country. If it did, this would of course postpone trade recovery here and make it more difficult (while prices were falling) to resume trade, not only with Central Europe and Russia, but with the United States and all other countries.

The theoretically sound policy for any country to pursue is to try to maintain the purchasing power of its own money as stable as possible, irrespective of the foreign exchanges. Unfortunately this has not been our policy since the war. We have been trying to increase the value of the pound in terms of dollars, while the United States has been engaged in increasing the value of the dollar in terms of commodities (80 per cent. since 1920). The danger at the present moment is renewed inflation, as soon as the pound reaches its pre-war parity with the dollar. If this "secondary" inflation is allowed to take place, the burden of the national debt will be *pro tanto* reduced; but if inflation is successfully avoided through co-operation between the Federal Reserve Board and the Bank of England, a capital levy will then perhaps be necessary in order to relieve industry of the excessive burden of taxation and the high rate of interest which the existence of so large a national debt involves.

Miss Hamilton is therefore right in regarding a capital levy and inflation as to some extent alternative evils; but since each is a matter of degree, it is always possible to have a little of both. This is what is likely to happen in practice. The debt will be reduced partly by heavy taxation and repayment, and partly by a general rise of prices to a normal level of say 185, or even 200, compared with 100 in 1914.

Yours, etc.,

E. M. H. LLOYD.

December 14th, 1922.

[Further correspondence on this subject is invited.—

Ed. HIGHWAY.]

Secondary School Places

To the Editor of "THE HIGHWAY."

DEAR SIR,—Just a word *re* Board of Education circular 1259, discussed in the current issue of the "Highway."

(1) It is practically a breach of faith with L. E. A's, as the direct grant from Treasury to Aided Schools was already in operation when the 50 per cent. pact was made, and it was understood that it would stand.

(2) Rates are exceedingly burdensome, owing to many National Schemes dumped on to Local Authorities, though the latter do not really control them. It is absolutely essential just now with the present state of agriculture these rates shall be reduced. Education is already one of the heavy items, and the County Councils must even of necessity curtail their expenditure. As they cannot at the moment increase the burden on the rates, the only possible way of meeting their loss through the gradual withdrawal of the direct Treasury grant is: (1) to reduce staffs, and this is being done everywhere; (2) to reduce if possible the number of pupils, or prevent any increase. This is being done by refusing any extensions. The Board of Education are themselves insisting on this, I think; (a) by making conditions of entrance more onerous and difficult (see Regulations for Secondary Schools, 1922-3); and (b) by increasing fees very considerably. This tends to help (1) and (2). In my school I had recently nearly 30 working men's boys whose fathers were paying their fees. This would seem to be impossible in future owing to reduced wages and greatly increased fees.

Yours, etc.,

COUNTRY SCHOOLMASTER.

Dec. 11th, 1922.

The Catholic Workers' College

To the Editor of THE HIGHWAY.

DEAR SIR,—It is quite evident that the writer of the paragraph relating to the establishment of the Catholic Workers' College did not go to much trouble to find out what were its aims and objects or he would not have employed such terms.

The reason the members of the Catholic Social Guild established the College was to perpetuate the memory of Rev. C. Plater, S.J., and to further the cause of Adult Education which he had so much at heart. Father Plater, on several occasions, lectured for the W.E.A., and on at least four occasions when I heard him address Catholic working men, he appealed to them to join the classes formed under the auspices of W.E.A. So enthusiastic was he about our movement that on one occasion I asked him was he an unofficial organiser. When I informed

him that I was the local branch Secretary he seemed to forget the rest of the company; he offered to lecture for us, but I did not bring the matter forward.

The Catholic Social Guild which was founded by Father Plater is as old as the W.E.A. Its principles are the same. If the writer wishes to convey the impression that its sole aim is to bolster up capitalism, I would remind him that that is the charge which is too frequently made against the W.E.A. by people who will not go to the trouble to investigate what our objects really are. To be a member of the C.S.G. you must be a trade unionist, but not so in the W.E.A. The branches of the Trades Unions are not represented in its Councils because the Catholic Social Guild never asks any branch of a trade union to become affiliated to it. Many of its members are prominent trade unionists. It does not receive any theories from above because it is democratic in character.

I was quite surprised and a little pained at reading the paragraph. I thought the W.E.A. would have shown the same courtesy as that of the Authorities of Ruskin College, especially when the one whose memory it was of had helped the W.E.A. He never tired in advocating the claims of our movement at the Catholic Congresses which are held about four times a year, and, at least on one occasion, he gave the W.E.A. an honourable place in the "Catholic Social Guild Year Book."—Yours, etc.

J. M.

[We are very glad to print J. M.'s tribute to Father Plater, S.J. The paragraph referred to by J. M. would certainly not have been printed in THE HIGHWAY if it had been thought to convey the idea of any anti-Catholic bias. The contention was that it was desirable that Workers' Colleges should be definitely connected with fully representative Labour bodies if they are to be of the greatest use to these students.]

"HIGHWAY" QUERIES

H.P.S.—In reply to your letter I am informed that some of Lord Brougham's activities in relation to adult education are dealt with in A. E. Dobbs's "Educational and Social Movements." See also "The Life and Times of Lord Brougham," written by himself. Some of his speeches are reported in J. E. G. Montmorency's *State Intervention in English Education*, pp. 243-285 and pp. 285-324. Consult also the references in the Dictionary of National Biography, noting that the pamphlet *Observations on the Education of the People* (1825) is of primary importance. There is a good bibliography of the period in C. P. Trevelyan's recent "British History in the XIXth century (1872-1901). These books can be seen in any good library, with the possible exception of the pamphlet.

* * * *

H.P.S.—The British Music Society (Hon. Sec. Mrs. Balkwill, M.A., 3, Berners Street, London, W. 1), are forming a register of choral bodies with a view to some kind of co-operation on lines that might meet your case. Their idea is to affiliate choral bodies at a nominal rate of one guinea per 100 members, and sell music to them at discount rates and buy back when finished with at a price allowing for depreciation.

* * * *

"SIR,— In the course of some lectures I recently attended on a social subject, it was said that you cannot take an individual man or woman as the subject matter for social or political study without at the same time taking into account the relation of those persons to the community of which they are a part.

If I have a ripe banana and a ripe yellow apple in a dish, I have two fruits (things). Because both are yellow, I never suppose the apple is mixed up with the banana. The yellowness belonging to each fruit is a quality, and it is merely a coincidence that they each have the same quality. But I never regard a quality as a thing. I understand that involved in this subject is the truth of falsity of a doctrine called "the reality of relations," but I am not sufficiently well informed to perceive its application I have wondered whether it is a new name for Plato's Theory of Ideas.

RICHMOND."

Richmond creates a difficulty by seeking to make a connection where there is none. No one is anxious to restore Plato's theory of ideas in such a way as to make relations more real than the things related or independent of them. Yellowness is an abstraction. It does not exist apart from the fruit or other yellow object. But the lecturer was not dealing with this metaphysical question at all, but with the unity of social life. Here one must recognise that the individual, if not quite entirely, is at least largely influenced by environment. The laws, customs, institutions and ideas of his fellows mould him. These features of a community will influence all individuals who may come into it, and they usually endure beyond the lifetime of single individuals. This is a social fact, rightly insisted upon by the lecturer. Richmond asserts a strong individualism. This is healthy but must not lead to neglect of social faults. Richmond is aware of the dangerous error of a super-mind theory, a mass mind, but this erroneous doctrine is not involved in the lecturer's statements. Ginsburg's "Psychology of Society" (5s.), and then McDougall's "Group-Mind" and MacIver's "Community" should be carefully studied (and compared) by Richmond.

J. A. G.

FINGER POST NOTES

The following extracts from the Secretary's Report submitted to the meeting of the Executive Committee of the North Eastern District held on Saturday, November 11th, 1922, in 4, Royal Arcade, Newcastle, at 2 p.m., show the W.E.A. position in the industrial areas of Northumberland and Durham.

Armstrong College Joint Committee have appointed Mr. Dixon Rutherford to act as Tutor to the Newcastle Tutorial Class in Psychology. For this session five Tutorial Classes and one First Year preparatory class are being held under Newcastle Joint Committee. Under Liverpool Joint Committee one Tutorial Class in its second year is being held in Carlisle. The number of Tutorial Classes coming under Durham Joint Committee this session is nineteen, as against twenty-one last session. I am glad to be able to state that the Council of the Durham Colleges have agreed to increase their grant to the Joint Committee to £150—as against £50 previously given. Also they have again agreed to advance, free of interest, to the Joint Committee, the sum of £900 to meet Tutors' fees and other expenses of classes until Board of Education and other grants are paid. The Joint Committee have sent a resolution to the Council asking that arrangements be made whereby Tutorial Class students may be brought into closer contact with the University by being invited to attend one or more lectures to be held in some of the University Colleges during the session.

One Year Classes coming under the W.E.T.U.C. this year are as follows: Newburn, South Bank, and Workington, also a Study Circle at Middlesbrough. The above are Iron and Steel Trades Confederation Classes. In the Newcastle area two classes have been established in connection with the Union of Postal Workers. The total number of students coming into these and other W.E.A. classes during this session and who are included in the W.E.T.U.C. scheme are approximately 154, as compared to 116 last session. Two One Year classes are being held this session in connection with the Joint Scheme between the W.E.A. and the Northumberland Clubs and including classes not recognised by Durham County L.E.A. There are 17 classes coming under the Scheme set up between the W.E.A. and the Durham County Branch of the Club and Institute Union. In all about 56 One Year classes are going forward this session as against 73 held last session, or a reduction of 17 classes. The total number of classes of all types this session is 82 as against a total of 101 held last year. When we remember that up till June this year it almost looked like being wiped out this result is gratifying in spite of the reduction here recorded.

THE NORTH-WESTERN DISTRICT.

The Annual Convention and Demonstration aroused considerable interest in the District and there can be no doubt that the shadow of a General Election alone prevented an attendance and a display of enthusiasm for the Association that would have been an outstanding feature in its history. Even as it was the Convention was a huge testimony of its growth, a widespread interest in its work and an evidence of the utmost loyalty and devotion on the part of its members and affiliated societies. The present session promises to be one of the most successful we have yet experienced. In spite of economies new centres have been opened at Ashton-under-Lyne, Coppull, Dove Holes and Northwich, and an old centre, Irlam, revived. The increase in the number of classes is not great, but the increase in the number of students is, and classes are stronger generally than in previous years. The subjects taken are similar to those of former years. In 31 Tutorial Classes the subjects are: History and Economics 10, Psychology and Philosophy 10, Literature 5, Appreciation of Music 3, Growth of Civilisation 2, Political Science and Institutions 1. In 30 One-Year Classes the subjects are: Literature 11, History and Economics 8, Psychology 4, Music (Orchestral and Choral) 4, Elocution 2, Botany 1.

In addition to the classes many Branches have arranged courses of lectures, and Study Circles have also been organised. The Manchester Branch has its own Choral, Dramatic and Orchestral Societies and before these lines appear in print the Dramatic Society will have given its second production of this season. The popularity of the Society is so great that crowded houses are the rule at every performance. The Orchestra, assisted by vocalists, gave a first rate concert in the Whitworth Hall of the University on December 2nd. The audience was large and appreciative. An extremely useful and growing part of Branch activities is the organisation of social evenings, and a gratifying development is the arrangement of inter-Branch socials. During the afternoon of December 16th, members of the Buxton classes will visit the Cheetham's College, Manchester, and in the evening participate in a social with the members of the Manchester Psychology Class.

BANGOR SUMMER SCHOOL RE-UNION.

A Re-Union of Bangor Summer School students was held on December 9th in the premises of the North Western District, W.E.A. College and Institute, 377, Oxford Road, Manchester. The students of the Summer School are drawn from a very wide area and in order to attend the Re-union some students would have been involved in travelling all week-end. Consequently Londoners and South Walesians were conspicuous by their absence. The devotion to the School is so great, however, that many students did travel long distances to be present, and

memories of the School are so strong that students who have not attended the School for years were in attendance. During the afternoon the arrivals were received by the Chairman of the School, Professor George Unwin. Afterwards a short meeting, addressed by Professors Unwin and Clay, was held. An adjournment for tea was made to an adjacent café after which a really lively social evening began.

Already preparations are in hand for the Bangor Summer School, 1923, which will be held during the period July 7th to August 25th. It is expected that the prospectus will shortly be in the hands of students. In the meantime applications for admission can be made to the above address.

THE SOUTHERN DISTRICT.

Branches have found no difficulty in filling up the programme of classes to which the Board's policy limits us. In addition a number of inquiries have been received, mainly from rural districts. These could not be actively followed up owing to the impossibility of adding to our list of classes. The County Education Authority has continued the measure of financial support accorded us last year. A Rural Community Council is being formed in West Sussex and a constitution has been drafted for consideration by the constituent bodies. A Week-End School is being arranged for February 10th at Southampton University College, the subject being, "The Capital Levy," and the lecturer Mr. F. W. Cuthbertson, M.A. Proposals will be made to the next District Council meeting for a Summer School in Germany (Frankfort, Main).

SOUTH-EASTERN DISTRICT.

A well-attended course in Victorian Literature is being conducted at Sevenoaks by Mr. Foss; in a good debate, entirely free from personalities, on the proposition "That Trade Unionism is a danger to the community," the affirmative was taken by Mr. G. Garrod, M.A., and the negative, Mr. H. L. Cook, Organiser, N.F.B.T.O. A further debate on "Capital Levy" is being arranged, also a lecture on "Germany of To-day," and two lectures by Mr. de Vere.

At Margate members of the local branch of the Union of Post Office Workers gave the District Secretary an opportunity of discussing with them the aims and methods of the W.E.A., and almost immediately they set to work organising lectures—Mr. de Vere is giving a regular course, and other lectures have been given by Mr. E. R. J. Glanville, the Kent Federation Treasurer, Mr. Hawkins, and other friends.

Miss Elizabeth B. Bird, M.A. (History), will conduct a class at Tunbridge Wells in English Constitutional History, to be held at the Technical Institute on Friday evenings at 7.30, commencing January 12th. Secretary, M. Tydeman, 4, Woodlands Road.

The class at Witney is now a University Tutorial Class, and Mr. T. W. Price has been appointed tutor by the Oxford Joint Committee; the subject is English Social History. Mr. Price's large circle of W.E.A. friends will be pleased to know of this development, which is the result of successful one-year classes due to his ability as a tutor, his enthusiasm for the movement, and the co-operation of a very energetic branch secretary well supported by his members. Mr. Price is also doing splendid work at a new centre—Steeple Claydon—where he is taking a one-year class in English Economic History.

Other activities in the district during the past two months have been three Educational Conferences in industrial centres, address by Mr. A. Greenwood, M.P., Lord Eustace Percy, M.P., and Mr. R. L. Poissier, B.-ès-L. (in the absence of Mr. Tawney); starting a new centre at Snodland; holding a Rural Workers' Week-end School; Conference at Reading to discuss the formation of Berkshire W.E.A. Federation; and taking part in a Conference in reference to a Kent Rural Community Council. In connection with the latter it may be useful to state that a Provisional Council was formed, the general object of the Council being to bring together at regular intervals representatives of the various agencies in the county in order to strengthen the work of each, to bring their united efforts to bear on the needs of the community, and to encourage and foster pioneer work. The Council would thus act as a consultative and advisory body.

ACTIVITIES IN DEVONSHIRE.

Steps have been taken to establish a District Council, and a constitution has been adopted for submission to the Central Executive Committee.

With the advent of the Railway Clerks' Association in the W.E.T.U.C. movement, deputations have visited the Newton Abbot and Plymouth Branches. The General Secretary formed one of the deputation to the Plymouth Branch, and explained the educational scheme to the members. In both cases keen interest was displayed in the work of the W.E.T.U.C. At Newton Abbot two of the R.C.A. members have joined a Sunday morning class in Economic History, which has been established to suit the convenience of railway workers. Mr. W. G. Chinn is the tutor. At Exeter a local committee has been set up with the U.P.W. Branch, and at the first meeting full arrangements were made for a Week-end School in February, 1923, on the subject of "Workers' Control of Industry." One of the national officers of the U.P.W. is to be asked to give the first two lectures, and a local tutor to give the third. Mr. A. Seaton, Chairman of the Divisional Committee, will preside.

The financial position is fairly hopeful, but much will depend

on the assistance which the Branches and Groups are able to give. Some of the smaller centres are suffering badly from the trade depression, but, on the other hand, there are several branches which are favourably placed. In response to a special appeal, Torquay Co-operative Society has very generously granted a donation of £5 to the District Funds. Our best thanks have been sent in warm appreciation of their kindness.

Both in connection with the Plymouth Education Council and the District Council, questionnaires on educational reforms were sent to all the Parliamentary candidates, and a good number of replies were received. Judging from the replies, education has a good number of friends in Parliament. Attention has also been drawn to the relation between juvenile unemployment and continuation schools.

THE WESTERN DISTRICT.

A meeting of the District Council will be held on the 14th January. It is important that all branches should be represented. It is hoped that the proposal for a national subscription of 2s. 6d. will be again approved. The needs of the Centre and district are such that unless the rank and file in the branches are prepared to shoulder their responsibilities the work of the Association is in danger of being seriously curtailed. Interest in the Workers' Educational Trade Union Movement is steadily growing. It is hoped soon to establish local committees in the larger branches, with a view to stimulating interest in the movement. The number of classes this session show an increase, notwithstanding the embargo of the Board of Education. No application for a class has been refused. Ten tutorial and 40 one-year classes were in progress. Two of the latter have been dropped owing to unforeseen difficulties.

A party of Bristol members, numbering about 80, recently visited Bath. They were met by members of the Bath Branch, and conducted in groups to various places of interest, including the Roman baths, the Abbey, Beechen Cliff, etc. After tea a joint social gathering was held at Citizen House, where an excellent programme was successfully carried out. The Bath friends will pay a return visit to Bristol in the spring or summer.

The experiment of a one-year class in European History and Literature at Bridport is proving very successful. The activities of the Bristol Branch include three tutorial classes and 10 one-year classes, the latest being one for the Union of Postal Workers. The Saturday afternoon meetings are being well attended, the lectures and visits to places of interest being greatly appreciated. Numerous lectures are being arranged for other organisations. Glastonbury has decided to form a branch, and a one-year class, "Modern Political Thought in England," under Mr. H. Scott Stokes, B.A., has been started. The formation of a branch at Holcombe has been a successful venture. A one-year class is being conducted by the Rev. Father Horne, the subject being "The County of Somerset." The tutor is a well-known writer upon matters pertaining to Somerset, and his lectures are much enjoyed. Tutorial classes in General Science at Midsomer Norton and another at Winscombe are proving a great attraction. Dr. F. W. Rixon, M.Sc., is the tutor. Mr. C. MacInnes'

(Some Notes are held over until February).

class at Midsomer Norton in Colonial History is of special interest. The Branch Secretary, Mr. W. F. Scadding, is conducting a class in Geography at Chilcompton. The Swindon programme this session includes a tutorial class in Human Geography and four one-year classes—Music, Literature, Psychology and Local Government. At Taunton two one-year classes, attended by many postal workers among others, in Economics and Geography are being well attended. A very successful class in Psychology is being conducted at Tonbridge by the Rev. E. C. Childs, M.A., B.D., of the University of Bristol. Miss B. J. H. Rowe, B.A., is the tutor at Wimborne for the third year in succession. This year the subject is European History, and the class is being well attended.

WEST LANCASHIRE AND CHESHIRE.

A new branch of the Association has been formed at Chester. The inaugural meeting was addressed by Prof. His Honour Judge Thomas and Councillor E. Smith. The branch has started a class in the subject of Psychology. The secretary (*pro tem.*) is Mr. H. Lloyd-Jones, 36, Pantom Road, Hoole, Chester. In place of the tutorial class the Prescott branch has organised a series of fortnightly lectures and discussions, which are well attended. In addition to the existing tutorial classes at St. Helens in Psychology and Economics, a new tutorial class and a one-year class have been formed in the subjects of Geography and Industrial History respectively. Prof. H. J. Laski has given the members of the Birkenhead branch a lecture on the subject of "The World as it could be made." Owing to the reduction in the number of classes, the Liverpool branch has only been able to continue 16 classes this session as against 19 last year.

A NOTTINGHAM GATHERING.

At University College, Nottingham, there was a big reception on December 9th, of extra-mural students, principally of W.E.A. members, from all parts of the East Midland District, from places as far apart as Derby, Boston, Shirebrook and Hugglescote. The district has good reason for satisfaction, for while three years ago there were 7 classes with 170 students, there are to-day 60 classes with 1,500 students. Alderman Huntsman, Chairman of the College Council, spoke of the responsibility of the College for diffusing education throughout the area. The Council wanted the extra-mural students to look on the College as their intellectual and spiritual home. The principal speech of the evening was delivered by Sir Michael Sadler, who spoke of the danger of crushing the life out of education by over-organisation, and of the parallel danger of under-organisation. He had also something to say of the teachers who were not formal teachers, but who were none the less teachers. "I think," he said, "of my own experience. Very grateful as I am to my own regular teachers, the men from whom I got the intellectual kindling which has never gone out of my life—when I was young—were an old postmaster, a retired solicitor, a schoolfellow of my own age, the secretary of a Lancashire co-operative society, and a picture-frame maker, who had an extraordinary interest in art. They were teachers, every one of them."

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W.E.A. branches whose members are interested in amateur dramatic representation should read the *W.E.A.D.S. Magazine* (price 2d.), which is short for the alarmingly long title of the Workers' Educational Association Dramatic Society, Manchester and Salford Branch. Their first production this season, Bjornson's "The Gauntlet" seems to have aroused a vigorous discussion. Another performance, given on October 11th, before an audience of the blind, at the Manchester Blind Aid Society's rooms, included three short plays: Barrie's "The Twelve Pound Look," Barrie's "Rosalind," and Milne's "Wurzel Flummery." The Society would welcome new members, the subscription is 3s., and the address of the Hon. Secretary, Mr. H. G. Walker, is 377, Oxford Road, Manchester.

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A MONTHLY REVIEW OF ADULT EDUCATION
And the Journal of the Workers' Educational Association

VOL. XV., No. 5

FEBRUARY, 1923

PRICE TWOPENCE

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NOTES OF THE MONTH

THE elementary school teachers of this country have given one more proof of their disinterestedness and public spirit in the offer made by their representatives on the Burnham Committee to agree to an abatement of 5 per cent. off the gross salary of each individual teacher. There is no doubt that in agreeing to this lowering of the standard of their lives they were moved by the spectacle of unemployment and by the fall in wages of their fellow workers in industry. The Local Authorities panel of the Committee, in accepting the teachers' offer, rightly place on record their appreciation of "the public spirited action of the teachers, in thus voluntarily making a substantial contribution to the financial necessities of the nation and of the local authorities, and recommend all Local Education Authorities to accept the teachers' offer in a spirit of cordial good will." Nevertheless the reduction must be regarded as regrettable. It is more than ever desirable that the status and emoluments of the teacher should be sufficient to attract the best talent into the profession which is perhaps the most important of all. "It is a very difficult and tiring life," said a head-mistress to the writer the other day, "because every decision one makes matters so much."

* * * *

This sense of responsibility, and the eager search for the best methods in education are abundantly visible to all who have followed the reports of the many educational conferences which fell in the beginning of last month. One salient fact which emerges from the discussions is the growing conviction of the right of the child to a measure of self-determination, a humbler attitude on the part of the teacher towards the child. This finds expression in all the discussions on the school curriculum and in the increasing interest in the form of school self-government known as the Dalton Plan, an example of which in operation is described this month for THE HIGHWAY readers by Mr. Lynch. But in schools which are not "Daltonised," and where there is no sudden change in organisation the revolutionary spirit is there, the recognition of the individual bent and character, and the effort to dispense as far as possible with mass methods.

The danger in all education is to try to model the pupil on the imperfect model of the adult. "It would be something," said Mr. R. F. Cholmeley in his inaugural

address as President of the Headmasters' Association, "to feel that we had helped the next generation to grow up happy, competent, and friendly even if in the process they became convinced that they were not only better than their fathers, but quite different from them." In this respect those who were engaged in education, whether as parents or as professional teachers, had made a painful step in advance. But, he asked, were they really giving the new generation its chance? It was of no use inviting the next generation to burn a few of the things that they adored on condition of sparing our special idols; they had got to put the fire into their hands and teach them how to use it, even at the risk of their making a bonfire of all their valuables, with them on the top of it.

* * * *

This bold and revolutionary declaration has its lesson in adult education also. There its application is easier. The self-governing adult class has reasonable autonomy and self-determination. The fire with which it may purge the passions, the prejudices, and the assumptions of to-day is the achievement of the power of forming clear and definite conceptions of the facts of the life of to-day and of drawing from them clear and just inferences. It is the pride of the W.E.A. tutor that he exists to develop that power and not to provide the student with any ready made philosophy of life, or politics, or economics, or literature, or art.

* * * *

There has been some discussion at the various Conferences of the effect of the operation of Circular 1259 on Secondary Schools. It seems perfectly clear that the Regulations now issued in pursuance of that circular must restrict the activities of aided schools, and eventually force Local Authorities to take over complete responsibility for many grammar and foundation schools which are at present more or less independent. The resolution on the subject adopted by the Headmasters' Association is a very moderate and reasonable one. It runs :—

That this Association, while accepting the general principle that in the allocation of grants no type of school should receive preferential treatment, and welcoming the statement that the payment of fees for individual pupils will not generally be considered as a contribution to the maintenance of schools, is, nevertheless, convinced that the enforcement at this particular time of the provisions of Circular 1259 imposes an unfair burden upon local education authorities, and is certain to injure a large body of secondary schools.

The Conference of Education Authorities at Blackburn discussed a very wide range of questions from the desired reorganisation of the Board of Education itself to the claims of elementary schools. The first speaker, Major Ernest Gray, asked for a better and clearer organisation of education; his programme included university education for all teachers, and the abolition of the social prejudice which sent children of eight years to a secondary school to fill places which should be occupied by elementary school leavers. Every child under 11, he said, should be in an elementary school. As for the children under 6 it would be a national calamity if they were shut out of the schools. But the greatest interest was aroused by his suggestion, not new, but vigorously stated, that the President of the Board should have the assistance of an advisory Committee representative of local authorities, teachers and parents with power to speak "when it will and not only when it is asked" in order, as he said, that the President "may then avoid promulgating regulations that create dismay among authorities and consternation among teachers." We print in another column the substance of the address given by Mr. Arthur Greenwood, M.P., on adult education.

* * * *

A very interesting experiment has been made by the Yorkshire North Riding Development Sub-Committee in instituting lectures illustrated by slides on popular topics which can be arranged for village organisations at reduced rates. Besides these popular lectures on such subjects as "British Spiders," "Marvels of the Solar System," "Medieval Fortresses," and a great variety of topics, the villagers have the advantage of lectures on agricultural and kindred matters provided by the Yorkshire Council of Agriculture through the Education Committee. The W.E.A. Yorkshire District have been co-operating with the Rural Development Committee, and have provided much appreciated lectures at Hovingham and Kirbymoorside. The Committee, in response to definite requests, have also provided art exhibitions in certain villages, consisting of colour reproductions of old masters, modern landscapes, and a special collection of art photographs. The demand for educational and artistic facilities is very great among the country people, and some very successful meetings have been arranged in quite small villages of not more than 300 people.

* * * *

Provisional application has been made by the Leicestershire Education Committee to the Carnegie United Kingdom Trust for a capital grant of £2,350 towards the establishment and maintenance of a Rural Library Scheme for the county. The Carnegie Scheme has already been adopted in 22 English and Welsh counties, and in 17 Scottish counties. The Cambridge County Council have just adopted a scheme. The librarian of the Warwickshire Education Committee, who have had a scheme working for some time, reports that during the present winter some 25 to 30 places had collections of books for the use of class members in connection with adult education classes in the county. One interesting feature in Warwickshire is the inclusion of pianoforte scores of classical works in the music section, and to enable students to appreciate these works pianoforte recitals are being given in 20 villages in different parts of the county.

* * * *

A very serious innovation is suggested in a Report presented by Sir D. Stephen to the L.C.C. Education Committee just before Christmas, in which it was proposed that all new women entrants to the London Teaching Service should be required to resign on marriage, except in a few special circumstances. The change could be made by deleting two words from the General Standing Order of the Council requiring all women appointed to the service of the Council *except teachers* to resign on marriage. This Standing Order is already regarded by women as a serious injustice,

and the proposal to extend it to women teachers will certainly be fought by the London Teachers' Association, who held two mass meetings of protest in London when the alteration in the Standing Order was first mooted.

* * * *

The *Journal of Public Administration*, which is the organ of the new Institute, made its first appearance last month, and is to be issued quarterly. It opens with an article on "An Organised Civil Service," by Lord Haldane, and contains much interesting matter. The reasons for the formation of the institute are set out by Mr. H. G. Corner. It was done, he says, to the awakening of the civil servant to the fact of the great and increasing importance of his functions in the scheme of national life, to the shock experienced from the outburst after the war of "more or less malicious and misinformed criticism" levelled against the service, and lastly to the new conception of the essential oneness of the local and national administration. These were the considerations which led to the Society of Civil Servants to invite the co-operation of the various Associations connected with local government in the Institute, designed to secure the professional recognition of the civil and municipal services, and to promote the study of all branches of national and local administration. The Society of Civil Servants have arranged for a lecture on February 15th, at the London School of Economics, by Sir Josiah Stamp, K.B.E., on "The Contrast Between the Administration of Business and Public Affairs." This meeting is open to all members of the public service and to students of administration.

* * * *

The Swedish Workers' Educational Association report a great extension in their activities since the passage of the Hours of Work Act. From 1912 to 1919 the number of lectures organised ranged between 121 and 425, while in 1919-20 no less than 1,271 were given, and the attendance totalled 37,000. A similar increase is noted in study circles. The Secretary states that the progress made is directly attributable to the increased leisure gained by the workers by the restriction of working hours. The Swedish Association is a co-ordinating body, carrying on its work chiefly through the affiliated bodies, the Communist Youth Association, the Communist Party, which have 16 and 23 per cent. of their respective membership enrolled in study circles, the Confederation of Trade Unions (224 circles), the Social Democratic Labour Party (190 circles), the S.D. Youth Association (21 per cent. of membership in Study Circles), the Verdandi Workers' Temperance Association, and others. The success of the work among the young people is very remarkable.

* * * *

The passing of Frederic Harrison recalls the days when the Trade Union movement was struggling for legal recognition. In the great contest which began in the early sixties and ended in the Acts passed between 1871 and 1876 to legalise Trade Unions and Trade Union action, Frederic Harrison played an important part on the Labour side. From 1861 at least, he wrote in the Press indefatigably in defence of working-class rights. He was the representative nominated by the Unions to serve in the Royal Commission on Trade Unions appointed in 1867. On his work the subsequent settlement, which is still the basis of Trade Union legal rights, was largely based. With Henry Crompton, he wrote the Tracts for Trade Unionists which had a big influence on Labour policy, and his drafting ability and legal knowledge were for many years constantly at the service of the Labour leaders. When the Unions passed into smoother waters, the need for his services largely ceased, and his final appearance at the Trades Union Congress was made in 1883. He had been for many years now out of touch with Labour policy; but the Trade Union movement owes very much to the work done by him and the Positivist Group of which he was a member. The Positivists and the Christian

Socialists, working often together, stood up manfully for the working-class in its long and successful struggle against legal repression. That Frederic Harrison did not follow the later developments of the Labour movement—the growth of political action, the rise of Socialism and of a more aggressive type of Trade Unionism—should not obscure the value of the work he did at a time when the whole movement was in jeopardy.

* * * *

W. E. A. Districts and Branches will hear with much regret that Mr. E. W. Wimble, who has been since 1912 Financial Secretary at headquarters, and for three years editor of this Journal, is leaving his position in the near future. Mr. Wimble has been a constant and active friend of every forward movement in the W. E. A., and intends to keep in very close touch with its activities, though on a voluntary basis. In any case he will be in regular contact with his old friends in his new capacity, for he becomes General Secretary of the Workers' Travel Association, with offices at Toynbee Hall. This Association made a successful start last year, and considerable extensions are pending. W. E. A. members and students who contemplate holidays abroad during the coming year are invited to communicate with Mr. Wimble at his new address.

* * * *

"Some weeks ago," writes a correspondent, "the Secretary of a Tutorial Class in the Potteries astonished his friends at a Working Men's Club by his intimate knowledge of Plato's 'Republic.' This particular club was conducting a class on Political Philosophy, and the discussion turned on the choice of fit governors for an ideal commonwealth. It was here that the secretary in question joined in, pointing out how a similar problem had worried Plato long ago, and giving Plato's solution in detail. Even the tutor, himself a former Tutorial student, was quite taken aback at such a display of learning, and resolved to refresh his own memory of Plato. Relating the episode afterwards, the secretary explained that he knew this particular point would arise, and so just before going to bed on the previous evening he took down his 'Republic,' meaning to have a quick glance over the relevant passage. 'I knew where it came, for we had already been through the 'Republic' twice in the Tutorial Class, and I thought I could soon dodge through it and find what I wanted. But Plato thought differently, and it was 2 o'clock the following morning before I went to bed!'"

* * * *

Among the sayings on education during the month are:—

Education, like religion, cannot be calculated on a market scale.—*Prof. J. J. Findlay.*

The powers of resistance of the average boy to over-pressure are equal to any demands that may arise.—*Mr. C. W. Bailey.*

There is nothing more dismal than to find boys coming, like lambs to the slaughter, expecting to be put into a sausage machine and to emerge as B.A.'s.—*Mr. Edward Bullough.*

If you could run a college on the principle of a military barracks, a workhouse, or a gaol, no doubt the expense would be reduced, but only by destroying the special features of collegiate life.—*Rev. H. J. Chaytor.*

If by a magic wand one of the four walls could be removed from every class room in the country, the health of the children would undoubtedly improve.—*Dr. W. Allen Daley.*

I believe that in the handling of children in the schools since my own school days there has been a greater general advance than in any other single activity in the country.—*Mr. John Drinkwater.*

WASTED YOUTH

A DAY or two before Christmas the Prime Minister announced the intention of the Government to assist in the provision of centres of instruction and recreation for the young people between the ages of 14 and 18 who are unemployed. The number for whom provision should be made is not precisely known, as there is no unemployment insurance and therefore no registration for boys and girls under 16, but it may be taken to be between 200,000 and 300,000 in the whole of Great Britain. All social observers are agreed on the serious effect of idleness on these young people, who are rapidly losing the benefit of the education they have received. The recent inquiry made from Toynbee Hall into unemployment in the four boroughs of Bethnal Green, Poplar, Shoreditch and Stepney elicited the opinion that "industrial moral among juvenile workers in the boroughs under consideration is at a low ebb," and that "the present period of unemployment is making them rebellious." If this reading of the situation is correct the writers do not imply that the whole trouble is due to existing unemployment; the young people are the children whose minds were unsettled and their normal discipline disturbed by war conditions. The situation would never have arisen if the continuation schools contemplated by the Education Act of 1918 had not been wrecked on the specious cry of "economy," an economy which is now involving the Government and the Local Authorities in a heavy expenditure on hastily devised plans, the educational value of which is still to be tested by experience. But the past is past, and opportunities cannot be recalled.

On those lost opportunities Principal C. Grant Robertson, of the University of Birmingham, in a letter to *The Times* of Jan. 25, expressed the conviction of those concerned with local administration who are now called upon to improvise arrangements at the shortest notice. He said: "All who know the facts are painfully aware of the social, civic, and industrial evil that has been wrought by ignorance, apathy, and neglect. The nation, perhaps, will once more realise that trained teachers can and do render national service. Organization, trained *personnel*, premises, and equipment cannot, however, be improvised by the wave of a distressed enchanter's wand in the Cabinet or Whitehall, or by urgent requisitions and the lavish use of public money. Two precious years have been lost, and irreparable moral and civic damage has been done."

The London County Council were obliged to abandon their scheme of compulsory schools because compulsion was not universal. Some employers within the county gave preference in employment to young people who were not liable to attendance, and the boy from Willesden therefore obtained an unjust preference over the Hammersmith boy. The London County Council have, however, been so impressed with the urgency of the case that they have, as readers of *THE HIGHWAY* are aware, set up 11 voluntary continuation centres, which have been running for some months and have a good attendance. Other authorities have also made efforts to provide recreational and other centres to keep the unemployed boys and girls from wasting all their time in the street. The problem is admittedly a very difficult one. It is one thing to take boys and girls straight from school, with the habits of order and discipline they have learnt there, into continuation schools; it is quite another to provide a sufficiently attractive course and teachers with the necessary tact and ability to instruct and entertain boys and girls who have been necessarily demoralised by idleness and by a fruitless and disheartening search for work. Then attendance is temporary, and may cease at any time, and everyone knows how this must necessarily affect the outlook of the student.

The Ministry of Labour have addressed to Local Authorities a letter urging the provision in areas where

there are large numbers of young people unemployed of centres where "recreational" employment will be provided for them for five half-days a week. Attendance for young people between 16 and 18 can be made virtually compulsory by making it a condition for the receipt of unemployment benefit. For those under 16 attendance must be voluntary, and it is no doubt partly for this reason that stress is laid on the recreational side. Seventy-five per cent. of the cost of the centres will be met by the Ministry of Labour, the remainder to be borne by the Local Authority submitting a scheme.

Many cities and towns have adopted proposals in the sense of the letter sent out by the Minister of Labour. Organised games, handicrafts, and lectures are projected, and there will be a certain amount of teaching in English, arithmetic, geography and drawing. Where, as in London, continuation schools are in being, a number of young people can be absorbed in centres established in connection with these schools; but London is making additional provision for 5,000 students at a total expenditure of £18,000, and other new centres are being provided. In Manchester also there is a small nucleus of accommodation; but new provision will have to be found. In Plymouth inducements have been offered to those under 16 to return to school, where special teachers and a special curriculum will be provided if necessary; for those between 16 and 18 three or four centres, at which outdoor training will form part of the course, are being formed.

At the time of writing the Ministry of Labour do not propose that the teacher's service in this difficult and important work should count towards pension. If this attitude is persisted in it will limit the none too large supply of properly qualified instructors. There are enough difficulties in the way without introducing avoidable ones. The boys and girls have to be found and persuaded that their interest and their pleasure will be served by attending the centres, and the extent of this problem may be judged from the statement that in one county borough the number of unemployed juveniles is put at from 2,000 to 3,000, though only 501 are registered at the Employment Exchange.

The establishment of these centres is probably the best solution that can be improvised now that the earlier and greater opportunities have been missed, and it is an obvious public duty to seek to make the centres a success. For this the service of competent instructors is the first essential, but a great deal can be done by persuasion to induce the young people at the best to desire, and at the worst to accept, the ordered and pleasant occupation which it is proposed to offer them.

A NEW OPPORTUNITY

A NEW field has opened for Adult Education in this country. Perhaps only those who know something of what our Prison System has been in the past, its jealously-guarded secrecy, and its isolation of the prisoner from every contact with the world outside, can realise how revolutionary is the document which is summarised below.

It is noteworthy that many of the older prison officials remark upon the improved behaviour and less violent tendencies of prisoners to-day compared with those of 20 to 30 years ago. They freely attribute it to the better education of the community. Yet till lately almost no attempt had been made to introduce into our prisons the humanising influences of real education. The low diet of the body has had its counterpart in something very like starvation of the mind and spirit.

In the gospels there is an account of the unclean spirit who, finding his abandoned house swept, garished and empty, returned to dwell in it with seven other spirits more wicked than himself, "and the last state of that man was worse than the first." It has always hitherto seemed to me that this curious story gave a pretty accurate account of the psychological result of our prison treatment. Silence, solitude,

nothing to think about, nothing to strive for, brooding over injuries and plotting revenges, these are not the means to a new and nobler life. Now this is acknowledged—the best things as well as the worst are contagious; that is the guiding principle of this new policy.

Here, then, is a great opportunity for those who believe in education in the life of the mind and of the spirit, who are sure that by no merely negative and repressive treatment can good be brought out of evil.

We are coming to recognise that to a large extent crime may be regarded as the punishment for our neglect of the latent capacities and needs of our growing children. It is not always too late to make good that neglect. This call to do so will find its answer in the civic conscience of our teachers.

S. MARGERY FRY

(Hon. Sec., Howard League of Penal Reform.)

SUMMARY OF MEMORANDUM BY THE PRISON COMMISSIONERS ON VOLUNTARY WORK IN PRISONS.

The Prison Commissioners desire the assistance of more voluntary workers, both men and women, in the prisons throughout the country, especially during the evening hours and at the week-ends. Their object is to return prisoners to the community at the end of their term improved, if possible, in mind and character, and better fitted to take their place as citizens. Suitable voluntary workers can give, and are already giving, very valuable help to this end, in such ways as the following:—

(1) Visiting, *i.e.*, going regularly to the prisons, and talking with the prisoners in their cells, or elsewhere. The visitors come simply as friends from outside, having no religious or political aims. The special value of such friendly action lies in the fact that the prisoner knows it is disinterested and unpaid. If the visitor can also, in co-operation with the Discharged Prisoners' Aid Society, visit the home, help in any way while the breadwinner is in prison, and see that arrangements are made for his employment after discharge, the value of his assistance is still greater.

(2) Delivery of lectures, either single lectures or short courses, on some subject which is educational in the broadest sense, *i.e.*, such as to stimulate healthy interests and lift the mind out of sordid thoughts. Asking questions, and discussion, are permitted after the lectures where the numbers are not too large.

(3) Class-room teaching in subjects suited for backward adults. Questions and discussion are permitted here also, at the teacher's discretion. The necessary books are supplied.

(4) Taking the chair at debates organised among the prisoners themselves. Giving advice and guidance in connection with such debates.

(5) Occasionally assisting to provide good music or to hold choral classes on Sundays.

(6) Teaching gymnastics, boxing, etc., to young male prisoners, home nursing to female prisoners, and various handicrafts to all prisoners.

The times when the assistance of voluntary workers is most desired are 5.30 to 7.30 in the evenings on Monday to Friday, Saturday afternoons and evenings, and Sunday afternoons and evenings. At other times prisoners are employed in industrial work, etc. There are, however, individual cases, such as convalescent patients in hospital, who may be visited with advantage at any time.

Stress is laid by the Commissioners on the need of help in this work from men and women of sound judgment, and with some experience of social service or of class teaching. They suggest that offers of assistance should be made to the nearest member of the Adult Education Committee, whose opinion on the qualifications of the proposed helper will be valued. Regular visitors and teachers are appointed by the Commissioners, after consultation with the Authorities of the prison, but occasional helpers, such as persons giving single lectures, are introduced at the Governor's discretion.

Paper No. 19 of the Adult Education gives the regulations in full, together with particulars of the various prisons. W.E.A. members who are qualified to give service of this kind, and who may not be within reach of a member of the Adult Education Committee, are advised to consult the Secretary of their W.E.A. District, who will no doubt be willing to advise them.

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BOOKS OF THE MONTH

Religion and Economics.

"THE RETURN OF CHRISTENDOM," by a Group of Churchmen, with an introduction by Bishop Gore and an epilogue by G. K. Chesterton. George Allen and Unwin Ltd. 7s. 6d.

This book, which deserves very careful reading, is a welcome sign of the times. It rests on the contention, which is certainly part of the truth, that our social evils historically began and grew as Europe departed from the tradition of Christendom. The mediæval world was far from perfect; individual vices were quite as rampant as now, and the social order left much to be desired. But in the days when the Christian tradition was generally accepted, there did grow up a social order which, with all its defects, plainly aimed at giving effect to certain moral principles—more particularly the principle that neither property nor authority are sacred in themselves, but that property derives its rights from social service rendered and authority its claim to obedience from the justice it administers. If this be so, there is good reason why others, besides professing Christians, should consider again what would be the result of taking Christian principle as the basis of the ordering of society. Such an endeavour will find invaluable stimulus and guidance in this volume.

Mr. M. B. Reckitt deals admirably with the general subject—"The Idea of Christendom in Relation to Modern Society." Mr. H. H. Slessor (well known to many in the Labour Movement) deals with "The Return of Dogma," which is described as "the universal social achievement of certainty." Mr. Thornton argues that the Dogma required is the traditional Catholic Dogma. Mr. Widdrington insists on the centrality of "The Kingdom of God" in any truly Christian scheme of thought. Dr. Carlyle discusses "The Mediæval Theory of Social Order." Mr. Penty writes vigorously of "The Obstacle of Industrialism." Mr. Reckitt returns to the charge with an essay on "The Moralization of Property" on lines similar to Mr. Tawney's. Mr. Carpenter is trenchant and effective on "The Failure of Marxism." Father Bull sums up with a challenge called "The Kingdom of God and the Church To-day."

No more complete condemnation of the existing social and economic order has appeared than these essays combine to pronounce; for any sober-minded reader it is all the more complete because it is quite free from any bitterness or class antagonism, and in the very process of condemnation, principles are disclosed whereby a noble order of society might be achieved, without any appeal by the way to baser passions or to selfish ambition.

W. MANCHESTER.

The English Villager

"A FARMER'S LIFE," by George Bourne; pp. 208, with six woodcuts by Stephen Bone. Jonathan Cape. Limited edition of 750 numbered copies. 10s. 6d. net.

The literary life of "George Bourne" has been spent in the interpretation of the people he knows intimately to the people who have very little opportunity of knowing them. His other life-work, I understand, has been the building of waggons for the people he knows. If he has been as competent in the latter as in the former work he is one of the best examples of the success of a dual personality. The people Bourne interprets are the peasant people of Surrey and East Hampshire. The people to whom he interprets them, it is to be feared, are mainly those of a bookish and studious type. Perhaps this is not Bourne's fault, but it is certainly his misfortune. All his books ought to be on the shelves of every person who is interested in rural England and the condition of its people. Only two of them are on mine, although three have been there. I have "Memoirs of a Surrey Labourer" and "The Bettsworth Book"; and I have had "Lucy Bettsworth." I have tried to buy "Change in our

Village," but could only borrow it from a library. "The Ascending Effort" I do not know, but I should like to have "William Smith, Potter and Farmer," because I now have the story of John Smith in "A Farmer's Life." The difficulty of getting Bourne's books is regrettable, and it is as great a disadvantage to Bourne as to his possible readers. He is the only person now writing who can describe and interpret the English peasant mind and character in any adequate and yet pleasant way. A word of caution is necessary. When Bourne deals with the "peasant" he has no preconceived notions, and no political predilections. The word "peasant" brings to his mind no pictures except those he has seen and those which may be seen in the concrete instance by anyone who has the clear sight with which to see. In general, I object to the use of the words "peasant" and "peasantry" as descriptions of the people of the English countryside, because they are meant to imply qualities or characteristics of mind and temperament which they do not necessarily possess. Moreover, some of those supposed qualities or characteristics are of doubtful value. The people who want to read Bourne for a support of their political or sociological predilections may rise from his books still hungry for their rural pabulum.

For most people, however, this quality of concreteness in Bourne's work is a great advantage. He deals with individuals: except in "Change in our Village" he does not generalise; and there he only generalises about a small area. Yet his individuals are not unique, and their characters are representative of thousands of others. They even contain some elements which will be found to be almost universal in the characters of the people of our English villages. If anyone wants to know what "the Simmondses and Mulfords, the Hewetts, the Bakers, and dozens more" were—and, in part, are—like he may read "A Farmer's Life" and discover. George Bourne will tell them this in telling the story of his uncle, John Smith. They could not all be like John, for he "never told a smutty tale," and was "slightly out of his element in the ordinary market inn." However, they "were high-minded, if in some cases rather purse proud"; "men shrewd sometimes to the point of avarice, yet of unimpeachable integrity." "Their word was their bond; they were touchy on a point of honour; in their sunburnt faces, and through their nutty vernacular, the gorgeous English countryside seemed to live and speak, and they were worthy of it." In John Smith himself "his very defects were noteworthy, because with the qualities they came from they have such a place in the career of the English. If he was at times over-anxious, if he never let himself go in company and never was reckless and gay, it was for reasons that had produced Wesleyanism, Quakerism, devout churchman though he was. A sort of instinctive spirituality lurked for him round every corner." How with these qualities Smith combined stubbornness, obstinacy, suspicion and the simple, logical, mental processes from which these arise or to which they give rise the reader of this notice should read the book to discover. I can only say that he will at least enjoy the voyage of exploration. I have purposely omitted to indicate some other discoveries that will be made.

To the study of John Smith, which occupies 175 pages, Bourne has added a study of John's sister, which occupies some 20 pages. This is replete with human interest, and many women, I imagine, will turn to read it before they read the rest of the book if they are aware of its existence.

John Smith, says Bourne, "had what might be called a folk mind," and so has his biographer. He shows this mainly in his treatment of individuals, but his appendix of folk tales indicates a great power of using the qualities of that mind for a more general interpretation of the folk life and tradition.

As far as I am concerned I must confess that I read the Appendices first—as I often do. Appendices frequently show what material authors have failed to

assimilate, or, on the other hand, the material they would like to deal with if they felt capable of doing so. The chief Appendix here consists of simple—and almost universal—folk-tales. Here I found a number of tales which I had never before seen in print, but with which I have been conversant for many years. As I have heard them these tales have variations, but they are essentially the same. Three of these tales I heard in South Warwickshire, another in Mid-Oxon; and I am not able to recollect where I heard others. But in South Warwickshire there are tales of a similar character which Bourne does not appear to have discovered in Surrey.

The woodcut illustrations of this volume embellish it, but I like woodcuts with less detail. Given good ink and clear outlines, I am not afraid to see more paper in the illustration—especially if the paper is really white.

If this limited edition of "A Farmer's Life" is sold, may we hope that Mr. Jonathan Cape, or some other publisher, will give us a larger and cheaper edition? Even this edition might have been cheaper and still kept its *format* if the number of copies had been greater.

A. W. ASHBY.

Philosophers in Council

"COMMON SENSE THEOLOGY." By C. E. M. JOAD. T. Fisher Unwin. pp. 288. 21s. net.

Scene: A Country House. There talk: John a theoretical philosopher who expounds Mr. Joad's ideas; Anthony (who applies these ideas to history, education, art, &c.); Mr. Banks (a business man interested in philosophy); Professor Cameron (an academic professor interested in Anthony).

This would be an admirable book for apprentice philosophers to bite on by way of exercise, if it were not so dear. That it is priced a guinea is, of course, not Mr. Joad's doing, and for all we know, he may have kept the wires frantically busy for days, energetically protesting.

The title, however, is Mr. Joad's; and while we understand why he calls his book *Theology*, although it is not about God, yet we have failed to see why he labels it *Common Sense*. Of all the interesting things that this conjurer produces from his hat—on the one hand, the Life Force, (modified from Bergson) working behind things, creating us for its purposes, influencing us powerfully through the Unconscious (taken from Geley) which acts as our consciousness, which itself is partially free and beyond the control of the Life Force: on the other hand, a doctrine taken from Mr. Bertrand Russell and Behaviourism, which really ought to shatter the whole previous exhibit into fragments—the only ones that belong to common sense are a sturdy disregard of consistency, an objection to University professors, and a readiness to utter half truths as though they were fully true. The ordinary common sense view of the world does not get a look in. We doubt whether common sense under any conditions would produce such a result as this. The book is as full of matter as a Christmas pudding, but the ingredients are all mixed up. It is as if the onion sauce and some of the turkey had got among the fruit. Mr. Joad tells us candidly that he selects from various philosophers such bits of their doctrine as he wants for his own purpose, and his selection is admirable until you begin to ask whether his various selections square with each other.

For his philosophers fall into two groups, working on opposite tendencies. Bergson and Geley will not square with Russell and Behaviourism. Bergson and Geley let themselves go in a way to horrify the sober scientist; whereas the kind of argument on which Russell and the Behaviourists rely is that of the scientist who will not assume anything which cannot be subjected to observation and rational analysis. It is because of this (and only because of this) that they reject the view which makes mind conscious, and matter a homogeneous something occupying space. But the principles which lead to this rejection also lead necessarily to a denial of freedom, and to a refusal to postulate any force behind phenomena pushing phenomena on. If you deny consciousness, much more must you deny any Life Force: you cannot bring the Life Force under the microscope. After accepting some of the results of this line of argument, Mr. Joad turns completely round, goes to Bergson and Geley for something more positive, and accepts all sorts of things about the Life Force and the unconscious which he ought to reject if he were consistent. He is running with the hare and hunting with the hounds.

It is all very wonderful. That it is full of lessons for all of us, tragic lessons for some, I do not doubt. But it is very readable, and will give the reader an excellent idea of what the various philosophers are thinking. If it were not so dear, we should positively enjoy recommending it.

LEONARD RUSSELL.

The Subject-Matter of Economics

"THE SUBSTANCE OF ECONOMICS." By H. A. SILVERMAN, B.A. Pitman and Sons, Ltd. 6s. net.

The title of this book rather suggests that the author has approached his task of expounding economic theory from a new angle. "Substance" is indeed a word which has had to do much service, especially in theological and philosophical discussions, and it has been somewhat over-worked. But readers should at once be told that Mr. Silverman is not concerned with "that which underlies phenomena" or with *substance* as contrasted with *form*. His book does not differ in any way from the text-books which bear the more familiar titles of "Elements of Economics" or of "Economics" simply. It does not differ, that is to say, in structure. In justice to the author, however, it must at once be said that it is superior to the majority of such books in lucidity of thought and expression. It is also completely up-to-date. The text proves that Mr. Silverman is indefatigable in his efforts to keep abreast of contemporary discussion, and his footnotes are valuable indications of the sources of his information. He has no particular prepossessions, and reveals a broad catholicity towards all the leading writers on the subject.

After reading the book through one must admit certain misgivings about it. Who is to read it, and why? Mr. Silverman says it is intended for the student and the general reader. The student who has examinations in view will unfortunately find it alluringly useful. He is given definitions and summaries which will stand him in good stead in the examination room. But is it doing him any real service to tabulate the *pros* and *cons* of every issue? Are the results of discussion in economics to be compared in value with the full understanding of the methods by which they are arrived at? Mr. J. M. Keynes has reminded us that economics "is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions." The student who has diligently worked through Mr. Silverman's book will certainly have a deal great of information, but one doubts whether he will have "a technique of thinking." If this is true of the student, what of the general reader? He would surely be repelled by the bald summaries which constantly occur in the text.

The truth is that Mr. Silverman attempts to cover too much ground. The traditional form of the text-book of economics must be abandoned. No subject which has been under discussion for a century and a half displays anything like the conservatism of economics. An account of this discussion stated in chronological order would be valuable; but a statement of theories in which various survivals of the earlier period are imbedded in newer conceptions can only lead to confusion. A glaring example is the blend of the teaching of the Classical School with that of the Marginalists. And there is the further consideration that the phenomena which economic theory endeavours to explain are constantly changing. Yet vestiges of earlier controversies can be traced everywhere. Mr. Silverman shows that he feels some compunction about this by placing his summary of the case for and against bimetallism in brackets. On the other hand, actual conditions present problems with which the text-books do not adequately deal. Of course, the difficulty of keeping abreast of things is formidable. Mr. Silverman gives us a synopsis of the "Ter Meulen" scheme for international credits, and of Mr. J. M. Keynes's plan for stabilising the exchanges. Interesting as these are, they obviously cannot claim a permanent place in a text-book.

It should be said in conclusion that the teachers of economics will find many valuable hints for black-board demonstration in Mr. Silverman's book. One feels that a competent teacher has given us his lecture notes. W.E.A. students, however, will constantly regret as they read the book that there is no discussion with the tutor to follow. They might like to ask him whether the note to page 57 is not confusing. Speaking of the law of diminishing utility, Mr. Silverman says that while it is generally true that an additional unit has less utility than the preceding one, it is conceivable that utility may *increase* up to a point. He gives as an example the fact that two yards of cloth has less utility than three yards if the latter amount is necessary to make a garment. But is not the garment the *unit* in this case? In any example it is possible to divide the unit into fractions. In fact, it is easier to do so in the case of the slice of bread, which is employed to illustrate the general rule, than in that of a garment, which, when it is cut up, possesses no utility as a garment. Again, on page 178, Mr. Silverman defines debasement as any tampering with the weight or quality of the metal in a coin. Surely there is a difference between alterations in weight and in quality. Is it desirable to apply the word debasement to the progressive reductions in the weight of the standard coin in the Middle Ages? These reductions, it is generally admitted, achieved the end of stabilising prices, though they were not designed to do so.

J. F. REES.

"FRENCH PARTIES AND POLITICS." By ROGER H. SOLTAN. Oxford University Press. 2s. 6d.

Mr. Soltan has written a handy, if not a very profound, survey of politics and party organisation in France. He is manifestly out of sympathy with Socialism, and his understanding of both the Socialist and the Trade Union movement in France is defective.

Moreover, in these times of rapid change, his survey of French Labour politics is already badly out of date. Of the *bourgeois* politics he writes with greater insight, giving a useful description of their development and of the present chaos of party organisation, and the lack of correspondence between labels and realities. His summary of French constitutional theory and practice is also useful.

G. D. H. C.

Trade Union Accounts

X "BUSINESS METHODS AND ACCOUNTANCY IN TRADE UNIONS," by JOSEPH LYNCH. Labour Publishing Company. Cloth 10s. 6d.

This is a book written by a chief clerk in a Trade Union office, not only for clerks in Trade Union offices, but for officials of Trade Unions. In consequence of war and post-war legislation, and the requirements of Government offices, Trade Union business to-day is of a complicated character, and needs the specialist just as much as the business of any commercial or industrial undertaking. If there were ever any justification for the statement that anybody can be a clerk in a Trade Union office it certainly does not exist now. The work requires ability, experience, and a large amount of tact. Mr. Lynch's book is written in a simple and elementary style. For this reason it will serve as a preliminary text-book. It should, however, be followed by a book dealing with the complex work of officials and of administrative heads.

The subjects covered by Mr. Lynch relate to filing, endorsing, the handling of branch documents, the preparation of arbitration cases, etc. The value of the book would have been enhanced if Mr. Lynch had given the names of one or two reference books. For example, in explaining the paragraph for the assistance of an inexperienced writer, the latter might have been encouraged to go farther if he had been encouraged to purchase two little books, such as: "How to Write Clearly" and "The Art of Letter Writing."

There is an interesting chapter on "Income Tax." I fear, however, the author has not explained sufficiently the basis upon which Income Tax can be reclaimed by Trade Unions. He states:—

"As a concession to registered Trade Unions an amount of Income Tax may be recovered, equivalent to the tax upon the amount spent by the Union in Provident Benefits during the year, but not exceeding the amount of tax actually paid."

In my opinion he has mis-read the Act relating to this matter. The point to be determined is, whether the investment, upon which the Income Tax has been deducted at source, is of money which belongs to benefit funds, and as such can be *applied* to the payment of benefit. It may be that some Unions have *only one* fund from which they meet all their obligations, and consequently are not able to tell which investment would, or could be, specifically applied to meeting friendly society benefits. In this case I can understand that an arrangement on the lines indicated by Mr. Lynch would be agreed to by the Inland Revenue Commissioners, and such Trade Unions are willing to lose some money every year for the privilege of having a Common Fund. Otherwise, I think, it will be found that no Income Tax is payable on invested benefit funds. As Mr. Lynch quotes, in support of his statement, section 3 of the Trade Union (Provident Fund) Act, 1893, he would appear to have overlooked the Consolidated Act of 1918.

Apart from this one apparent error, Mr. Lynch is to be congratulated upon producing such a book at this time. The price (12/6), however, is too high for the average Trade Union clerk. I trust, therefore, the present edition will soon be bought up by Trade Union executives, or their officials, and that a cheaper edition will be published, to enable every budding chief clerk in a Trade Union office to have a copy. It could well be used as a text book by those few Trade Unions which set qualifying examinations for their staffs.

HERBERT H. ELVIN.

BOOKS RECEIVED

The Teaching of Geography in France. E. M. BUTTERWORTH. Blackie. Cloth. 2s. 6d.

Conflicting Ideals of Woman's Work. B. L. HUTCHINS. Murby. Paper. 1s.

Fighting Death and other Plays. HEBE SPAULL. League of Nations Union. Paper. 6d.

The Martyrdom of Smyrna and Eastern Christianity. DR. LYSIMACHOS ŒCONOMOS. Allen & Unwin. 7s. 6d.

Jean Valjean. VICTOR HUGO. Blackie & Son. Paper. 1s.

The Making of Rural Europe. HELEN DOUGLAS IRVINE. Allen & Unwin. Cloth. 7s. 6d.

Principles of Public Finance. HUGH DALTON. Routledge. 5s.

LEAGUE OF NATIONS SECOND YEAR BOOK. DR. CHARLES H. LEVERMORE. *Brooklyn Daily Eagle*, 1922, and P. S. King. Paper. 7s. 6d.

If Britain is to Live. NORMAN ANGELL. Nisbet. Cloth. 2s. 6d.

The Pitman's Pay. RUTH DODDS. Labour Publishing Co., Ltd. Paper. 2s. 6d.

History and Progress, and other Essays and Addresses. HILDA D. OAKELEY. Allen & Unwin. Cloth. 10s. 6d.

THE BOOK ROOM

THE CENTRAL BOOK ROOM.

NEW W.E.A. REMAINDER.—The Central Book Room have secured copies of a little book of sketches of factory life by Mr. R. M. Fox. The book is bound in stiff paper covers and is entitled "Factory Echoes." Our readers will, we are sure, be pleased with this book, and the many W.E.A. members to whom Mr. Fox is personally known will not require a recommendation from us. Published at 1/6 net, "Factory Echoes" is now offered at the following post free prices:—9d. per copy, 3/9 for six, and 7/- for a dozen.

CHEAP EDITIONS OF NEW DRAMAS.—Our readers will remember the four new books of plays issued by the British Drama League that were offered to members of the W.E.A. and its affiliated bodies at the reduced price of 2/6, 3d. postage (ordinary price 3/6), *but only on condition that orders were sent before the date of publication.* However, by ordering a larger quantity than the number actually subscribed the Central Book Room is in a position still to supply a few copies of each book at the reduced rate. Those who wish to take advantage of this offer must order at once, as it cannot be repeated. The names of the plays are as follows:—*False Premises*, by Lawrence Housman, *The Man who ate the Popomack*, by W. J. Turner, *Up Stream*, by Clifford Bax, and *Advertising April*, by Herbert Farjeon and Horace Horsnell. The last named is now being played at the Criterion Theatre, London.

ENGLISH POLITICAL THEORY.—The Central Book Room has now arranged for a further supply of this popular cheap edition of Mr. Ivor Brown's book. The first issue has been sold out for some months. The price of the new issue will be 3/6 post free, and it will be ready in a few weeks. Copies can be ordered in advance. Only 100 copies are available.

THE W.E.A. AND FICTION.—Judging by the orders received in the Book Room, W.E.A. students are not much interested in fiction, except such works as might be included under the heading of "English Classics." However, there are many novels that portray the "Condition of England" as well as any Sociological text-book. The Book Room will shortly be able to offer a cheap edition of a novel of working-class life called "The Royal Road" by kind permission of the author, Mr. Alfred Ollivant.

This is an experiment which, if successful will be followed by other special editions of similar novels. Orders should be sent at once for "The Royal Road." Bound in stiff paper covers the price will be 2/6 per copy post free. Groups may purchase twelve copies post free for 27/6 for resale at 2/6 per copy. Only 400 copies will be available.

New W.E.A. Cheap Edition

SHELLEY'S DEFENCE OF POETRY.—The Book Room has secured a number of copies of the admirable edition, by H. F. B. Brett-Smith, of Peacock's "Four Ages of Poetry," Shelley's "Defence of Poetry," and Browning's "Essay on Shelley," published by Basil Blackwell, Oxford. In this edition, which is No. 3 of the Percy Reprints, Peacock's provocative article on poetry and the poets of his time is printed for the first time side by side with the noble "defence" which it elicited in reply from Shelley. The volume is completed by the little known essay written by Robert Browning on Shelley. Even if the essays of Peacock and Browning were not included it would be a pleasure to possess this admirable edition, beautifully printed, of Shelley's "Defence of Poetry," which is surely one of the noblest examples of English prose in the 19th Century. The book is bound in stiff paper, and may be obtained from the Book Room at the price of 3s. per copy, post free. Special terms can be arranged for W.E.A. Branches desirous of taking a number of copies. Early application should be made, as the edition is limited.

This edition is only available for W.E.A. members and students and members of W.E.A. affiliated bodies.

Central Office Note

On Saturday, January 27th, the W.E.A. Central Executive Committee received, with regret, the resignation of the Financial Secretary, Mr. Ernest W. Wimble.

In accepting Mr. Wimble's resignation the Executive passed a very warm vote of appreciation of the services rendered to the Association by Mr. Wimble and wished him every success in his new post.

Mr. Wimble who has been at the Central Office since 1912 was responsible for all financial and business matters of the Association, the Central Book Room, Publications, THE HIGHWAY, and was also Assistant Secretary to the Workers' Educational Trade Union Committee and to the Trade Union Education Enquiry Committee.

The question of the position created at the Central Office owing to Mr. Wimble's resignation was then referred to the Finance and General Purposes Committee, to which were added Messrs. Morgan, O. G. Willey, T. W. Price, H. Goodman and G. H. Thompson, with power to take the necessary steps to fill the vacancy or, alternatively, to report to the next meeting of the Executive Committee.

THE DALTON PLAN IN EDUCATION

By A. J. LYNCH.

THE Dalton Plan is capable of wide application. Just now it is the subject of experiment in a vast number of schools, elementary, secondary, and preparatory. There is no reason why it should not be tried among adults in W.E.A. and Tutorial Classes. I speak as an old Tutorial Class Student.

The principle underlying the Plan, the principle of individual work, is opposed to the idea of "mass" or class teaching so long in vogue in all types of schools, and the consequent interminable "lectures" to which children are condemned to listen. It is probably true that the most unsatisfying part of our own training was the listening to lectures, the most satisfying, the part we did for ourselves.

Miss Parkhurst of New York has given to schools and to education an admirable device by which the principle of individual work may be applied successfully to the large numbers who form the classes of our elementary and secondary schools. The Plan is essentially a laboratory plan, that is to say, the various subjects are taken in rooms specially set apart for them; thus there are a History-room, a Literature-room, and so on. Each of these rooms contains a reference library relating to the subject taken there, and everything is done to create an appropriate atmosphere. The subject is in the hands of one master only. Boys are allowed freedom of movement and choice of study, they are allowed to move from room to room, *i.e.*, from subject to subject as they desire. The move is usually made if and when fatigue arrives, or when a particular job is completed.

Assignments (*i.e.*, portions) of work are set; in the writer's school these assignments cover a month's work in all the subjects taken. The assignments are subdivided into week's and even day's work so that a child knows where he stands. He enters his progress from day to day on a graph card which he carries about with him. The only limit set is that the work set in all subjects for one month shall be completed before the next month's work is begun. In the writer's school the Plan has been worked for almost a year with about 250 boys from the age of ten upwards.

The results in most respects have exceeded expectations. But apart from "results" the following advantages have become apparent. The child works for himself at his own rate of speed, and at the subject which at the moment most appeals to him. He is learning as opposed to being taught (*i.e.*, talked to). He is free to a very much greater extent than under the old system. The brighter children are not compelled to mark time with the slower ones; on the other hand, the dullards get a better chance. Promotion of scholars is no longer governed by the calendar or by the size of rooms. Discipline is much less of a problem because children are fully occupied. Teachers, too, are better occupied because the average and brighter children need only a minimum of assistance, leaving the teachers to locate the difficulties of the duller boys and deal with them. The teacher teaches therefore when the necessity arises.

It may be pointed out that in any subject-room at any time may be found children of different age-groups. This is a great social advantage—older boys help younger ones, boys of a similar age or tastes work together, and younger children frequently seek the advice and assistance of older ones. The opportunities of cultivating co-operation, social service, and mutual aid are a valuable characteristic of the Plan, and help to realise the purpose of the elementary school as defined in the introduction to the Code.

Difficulties, of course, are to be met with, but they are technical rather than foundational. It will have been observed that the successful working of the Plan desiderates a change of attitude and outlook in the teacher towards the child. The child is no longer a

member of a congregation to be talked to, a recruit to be regimented, a quiet and submissive slave, or a performer of tricks. He is free to go where he will, and he may find a subject attract while a subject-master repels. This last situation may prove disastrous.

As an old student of W.E.A. classes, I should like to see the Plan tried in connection with the movement. The syllabuses could easily be modified to meet the needs of the Plan, the box of books supplied could be made to conform with the modified syllabus, and the tutor would become the adviser, or the "guide, philosopher, and friend" of the student. The more advanced student would be able to go ahead, while the less advanced would be able to seek the help he needed. I am convinced the experiment would be worth while.

The following opinions of boys are worth recording. One said that instead of a teacher teaching he finds out things for himself. Another: "It makes a chap interested and he goes on." Still another: "You needn't waste your time at night when you've got something to do." These opinions are profound and eloquent. On the other hand, the following opinion from a boy who had had experience of both systems is instructive though not at all common: "I would rather have the old lessons again because you don't have to do so much while they (presumably the teachers) talk to you about things you don't know."

TRAVEL AND EDUCATION

Mr. E. W. Wimble has given THE HIGHWAY his reasons for devoting his efforts to providing opportunities for travel for the workers.

"I am not leaving the movement," he said; "I am simply working on an aspect of workers' education, which I think has been too much neglected. No one who considers, however superficially, the state of Europe to-day can be blind to the tragic results of international misunderstanding. I mean literal misunderstanding arising from ignorance of how the Frenchman, the German, the Italian, the Pole and the Russian live. It's astonishing how a kind of marionette or guy figure of different nationalities grows up from study of the popular press, which is completely shattered by contact. The Russian proves to be an ordinary human being, with no particular affinities to the bear; the Frenchman not so brilliant and dashing as we supposed, but sound in quiet argument—and so on.

"Now the young nobleman or country gentleman of the last two centuries had his 'grand tour,' as an integral part of his education. The German skilled workman had his *Wanderjahre*, in which he saw foreign workmen and their methods. Both these classes got real educational value on their travels, because they mixed with their kind wherever they went, and usually carried introductions to those whom it was useful for them to meet. The ordinary tourist to-day goes to an hotel, and has no real intercourse with the people.

"What I hope to do in the Workers' Travel Association is make it possible for workers who go abroad to get into definite relations with working men and women in organised groups, wherever they go. An occasional fraternal evening will not interfere with the ordinary sight-seeing and pleasures of travel, but it will give it a background and a meaning. In due course we hope to arrange for visits of foreign workmen over here, when we shall arrange for them to make friends with us in the same way.

"I am going into the Workers' Travel Association not only to help to give people good, cheap, healthy holidays, but to serve the cause of real, live internationalism by establishing contact between different nationals, and in time by promoting the study of the languages and the histories of other nations as a foundation for the understanding of international problems. There can be no firm basis for common action among the workers of different nations until there is more mutual knowledge of conditions and ways of life.

"In this work I hope to have the help of many W.E.A. friends, and hope that they will write to me at Toynbee Hall."

"GENEVA, 1922". Being an Account of the Third Assembly of the League of Nations. By H. WILSON HARRIS. League of Nations Union. 6d.

In this very clear and succinct statement of the proceedings of the Third Assembly of the League Mr. Wilson Harris shows the accession of power and authority gained by the League by the success of its intervention in the vexed problems of Upper Silesia, and the reconstruction of Austria, where the apparently all-powerful Supreme Council of the Allies had failed. This is a very useful little book of reference for many current international problems. Among other things, it sets out clearly the practical proposals for disarmament adopted by the Assembly; these deserve careful study, as it is only by the strong exercise of public opinion in all the countries concerned that they will mature.

CAMBRIDGE AND THE MIDDLE WEST

By ARTHUR L. DAKYNS.

SOME fifty years ago the author of Erewhon wrote "Our inventions increase in geometrical ratio . . . but they differ from animals and vegetables inasmuch as they not only increase in geometrical ratio but the period of their gestation decreases in a geometrical ratio also"; and he illustrated his meaning thus:—

"The close of the last century and the first quarter of the present era was the great era for the making of carriage roads. Fifty years have hardly passed and here we are already in the age of tunnelling and railroads. The first period from the chamois track to the foot road was one of millions of years; the second from the first foot road to the Roman military way was one of many thousands; the third, from the Roman to the Mediæval was perhaps a thousand; from the Mediæval to the Napoleonic, five hundred; from the Napoleonic to the Railroad, fifty. What will come next we know not, but it should come within twenty years and will probably have something to do with electricity."

Butler then went on to anticipate a day when the period of gestation would be no longer than a couple of hours, and to rejoice that he himself was living in a period when progress was not so perturbingly rapid.

Events have abundantly confirmed Butler's prediction as to the immediate future of transportation. The advent "within twenty years" of the internal combustion engine,—an invention "which has something to do with electricity" has revolutionised the traffic on our roads and streets. Thick and fast other inventions for bridging space have followed. But whether, in regard to inventions generally, the progressive diminution of the period of their gestation has not been arrested as a result of recent happenings is a question to which a ready answer cannot be given.

Yet it is a question of vital concern. For upon the answer to it depends whether or not the present generation is to be haunted by the old bugbear of Malthus—the fear that labour-saving inventions, applied to the accumulation of the material resources of civilisation, will *not* in future keep pace with the growth of population.

What guidance towards an answer do the economists give us?

It is a far cry from Cambridge, England, to Detroit in the Middle West; and the voice of Henry Ford finds no echo in the voice of Maynard Keynes. Yet both these pioneers in the economic field have been saying things lately which furnish an interesting commentary on Samuel Butler's predictions in 1881. First, Mr. Keynes. In the last of a brilliant series of articles on the economic reconstruction of Europe (*Manchester Guardian* Reconstruction Supplement, No. 12) Mr. Keynes turns his attention to current "Opinion and Beliefs." He finds that "We are to-day the most creedless of men; that every one of our religious and political constructions is moth-eaten," and that "with religion dead and philosophy dry the public run to the witch doctors." To a doubting generation (which lacks equally the conviction of sure hope and the conviction of despair) Mr. Keynes has only one sort of advice to give. After assuring us that the epoch of accelerating materialism is not yet over, he says that even if natural causes "are already lowering our standard of life, they operate slowly; and we have plenty of time to find a way out if we have enough wisdom, before they overwhelm us." In short, he implores us to be more intelligent and to hold fast to the two "underlying principles" which alone can save Europe from future disaster "in the brief interval between one ice-age and the next." Those principles are the principles of Pacifism and of Population. Discouraging as is the view which Mr. Keynes takes of the present generation, the advice which he gives seems to be even more so.

We can all recognise the advantages of living at peace with our neighbours, and of removing as far as

may be, all artificial barriers to trade. Birth control, too, may be a reasonable doctrine (if Mr. Keynes is right) at a particular juncture. But to practise these principles involves much more than an intellectual attitude. It involves a very definite and complete emotional reaction and re-adjustment to our environment. If, as Mr. Keynes would have us believe, there exists among human beings no instinctive desire and will to co-operate among themselves in their economic and social activities, then the ideals of Peace and Birth Control are never likely to win acceptance in the human heart as positive constructive forces to which the energies of the human spirit can link themselves. And, further. These very principles *may* (according to the interpretation we give them) imply a lack of faith in the creative capacity of men and women to adapt their material environment to their needs.

Peace in this case will be only another name for "Indifference" or "Non-resistance"; birth control the first step towards race-suicide. If it really be true that "unbelief" is the peculiar characteristic of the modern world, the recommendation to it of Mr. Keynes's "Principles" is likely to be more harmful than beneficent. But perhaps Mr. Keynes takes an unduly depressing view of contemporary opinion even across the Channel.

In "My Life and Work," Henry Ford surveys the world from a standpoint essentially different from Mr. Keynes's, just as the latter stands in the line of apostolic succession from Malthus and Ricardo, so the mantle of Robert Owen seems to have fallen upon Henry Ford. If some of Ford's ideas (*e.g.*, on currency reform) strike the economic student as strange to the point of heresy, there are others which will repay very careful attention. The book deserves a much more searching review than can be given here; but the following quotations illustrate some of the main principles on which the vast Ford undertaking is run:—

"The essence of my idea is that waste and greed block the delivery of true service . . . I have striven toward manufacturing with a minimum of waste, both of materials and of human effort, and then towards distribution at a minimum of profit, depending for the total profit upon the volume of distribution. In the process of manufacturing I want to distribute the maximum of wage—that is the maximum of buying power. Since also this makes for a minimum cost and we sell at a minimum profit, we can distribute a product in consonance with buying power. Thus everyone who is connected with us, either as a manager, worker or purchaser, is the better for our existence. The institution that we have erected is performing a service. That is the only reason I have for talking about it. The principles of that service are these:—

1. An absence of fear of the future and of veneration of the past . . .
2. A disregard of competition. Whoever does a thing best ought to be the one to do it . . .
3. The putting of service before profit . . . Profit cannot be the basis—it must be the result of service.
4. Manufacturing is not buying low and selling high. It is the process of buying materials fairly and, with the smallest possible addition of cost, transforming those materials into a consumable product . . ."

The true industrial idea is not to make money. It is to express a serviceable idea, to duplicate a useful idea by as many thousands as there are people who need it . . . The negation of the industrial idea is the effort to make a profit out of speculation instead of out of work. There are short-sighted men who cannot see that business is bigger than any one man's interest . . . It is not good management to take profits out of the workers or the buyers; make management produce the profits. Don't cheapen the product; don't cheapen the wage; don't overcharge the public. Put brains into the method and more brains, and still more brains—do things better than ever before; and by this means all parties to business are served and benefited.

And all of this can always be done.

The words italicised are not the romantic vapourings of an armchair idealist. In simple, direct language Ford shows in this book how "it was done." Founded in 1903, his business of car-production (and later of tractor-production) has been growing with a speed and on a scale which no other single business in the world can rival. All along the same two principles have been consistently applied: (1) profits have been distributed by way of increased wages, installation of improved machinery and extension of plant; (2) the price of the finished product has been

reduced (as soon as and often before such reduction was justified by a fall in costs).

The story certainly reads like a romance, and fantastically romantic it must sound to those employers who have a rooted belief that low wages are synonymous with low costs of production. Not the least interesting point in the book is Ford's demonstration of the falsity of that assumption. High wages pay, not merely because they ensure greater efficiency, but—and mainly—because they mean increased purchasing power among the families of those employed. Thus high wages (the minimum wage paid is now 25s. a day) plus low prices ensure increased sales. No wonder that Ford is an out and out free-trader and *anti* every sort of monopolistic practice!

Inspired (as was Robert Owen at New Lanark) by the success of a great experiment, it is not unnatural that Ford should believe that the methods which he has found successful are applicable to all and every serviceable industry the world over. Whether they would be, say in an industry to which the law of increasing returns does not apply, seems doubtful. Probably Ford would say that *every* industry *can be made* to show increasing returns (or decreasing costs) provided man's inventiveness and powers of organisation are utilised to the fullest possible extent. Here in a nutshell is the essence of his belief:—

This much we must believe as a starting point:—

That the earth produces, or is capable of producing, enough to give decent sustenance to everyone—not of food alone, but of everything else we need. For everything is produced from the earth.

That it is possible for labour, production, distribution and reward to be so organised as to make certain that those who contribute shall receive shares determined by an exact justice.

That regardless of the frailties of human nature, our economic system can be so adjusted that selfishness, although perhaps not abolished, can be robbed of power to work serious economic injustice.

Such words are very—perhaps absurdly—optimistic; and it would be easy for Mr. Keynes to pick holes with some of the assumptions on which these articles of faith are based. But Faith, reinforced by "works," is possibly as good a guide to future action as Reason, reinforced by the cross-section views which are all that the professional economist ever takes of that living stream of activities, feelings and ideas which constitute the economic life of nations.

Mr. Keynes has said somewhere that the economist should be King. We doubt it. As long as the professors of Economics study the subject without regard to, or close contact with, the work-a-day life of the world, their knowledge of human nature is likely to be far too crude and superficial to make them wise statesmen. And in saying that we do not deny that Mr. Ford and others like him would derive great benefit by a course of economic study at Cambridge, England, or at Cambridge, Mass.

The old difficulty crops up again of the University divorced from the Workshop and the Workshop divorced from the University. And it is we, the rank and file of the world, who suffer.

A W.E.A. Dramatic Society

By J. H. LANGRIDGE.

IT was not very long after the Armistice was signed that a small but enthusiastic group banded together at the branch headquarters as an Elocution Class, under the leadership of the writer. Meetings were held regularly each Thursday evening until a certain memorable meeting in the April of 1919, when it was felt and unanimously expressed that a more tangible and regularised programme for the means of personal expression in the form of "spoken" drama should take shape. Rules of Constitution were adopted, the various officers elected, and the Workers' Educational Association Dramatic Society (Manchester and Salford Branch) was constituted.

So imbued with fervency in their desires for practical expression were these workers that quite a considerable and happy time through summer and winter months

was spent, until the first production in November, 1920. Our maiden voyage of endeavour was a private invitation performance of "Joy," a play on the letter "I," by John Galsworthy. We are now working very strenuously on another Galsworthy play ("The Eldest Son") for the second or third week of February. In the interim between the first and the forthcoming production, the following plays have been produced by this Society:—

- "Charlotte on Bigamy," by His Honour Judge Parry.
- "The Newly Married Couple," by Björnson.
- "Leonarda" (first production in this country), by Björnson.
- "Gentlemen of the Road," by Chas. McEvoy.
- "Miss Tarsey," by Elizabeth Baker.
- "The Fifth Commandment," by Stanley Houghton.
- "Collaboration," by His Honour Judge Parry.
- "Independent Means," by Stanley Houghton.
- "Playgoers," by Sir A. W. Pinero.
- "Hiatus," by Eden Phillpotts.
- "Loving as we do," by Gertrude Robins.
- "Chains," by Elizabeth Baker.
- "The Two Virtues," by Alfred Sutro.
- "The Gauntlet," by Björnson.
- "The Waldies," by Geo. J. Hamlen.

The Society is affiliated with "The British Drama League," and we also have a magazine of our own, issued bi-monthly, at twopence per copy, giving our activities and short articles upon dramatic work—amateur and professional—and dramatic literature.

It will be seen that our choice of plays has been exclusively on the side of the "moderns." Personally, I hope this does not signify anything to our detriment in the mind of the reader. Some would probably prefer to see such names as Shakespeare, Massinger, Sheridan, Beaumont and Fletcher and Goldsmith—or, among the moderns, Shaw, Barker, Oscar Wilde, Synge and Arnold Bennett? We are young, hopeful and vigorous, as yet upon the threshold of our work, and we trust the time is not far distant when several, if not all, of these names will be in our list of authors whose plays we have performed.

In addition to the productions, several play readings, socials, lectures and recitals have been held, though with not the same success. Against this, however, we have the illuminating fact that for at least four occasions during the winter months we receive spontaneous support from audiences ranging in numbers from four to five hundred on two or three consecutive evenings. If we have been able to accomplish this record with our small numbers in so short a time, one cannot help but wonder what other W.E.A. Branches are doing throughout the country.—or even in the North-Western District—in the development of drama in its various forms as an educational and social asset.

In any district possessing three or four branch dramatic societies definitely organised for progressive work, visiting performances could be amicably arranged, not only between one society and another as an interchange of regular productions, but also to such occasional remote branches in a district who have no opportunities for witnessing true drama.

Frances Wood Memorial Prize

The Council of the Royal Statistical Society announce that they will, in November, 1923, award the Frances Wood Memorial Prize, value £30. The Prize will be awarded for the best investigation of any problem dealing with the economic or social conditions of the wage-earning classes, the subject to be chosen by the competitor and to be treated on statistical lines. Those eligible to compete are:—

- (1) All undergraduates or graduates of not more than three years standing of Universities in the United Kingdom.
- (2) Non-graduate students who have attended a tutorial class of the Workers' Educational Association for at least two years, during the four years preceding the award.
- (3) Students who have resided, and followed a course of study for at least one year at Ruskin College, in the four years preceding the award.
- (4) Such other candidates as the Council in their discretion may admit.

Theses submitted or intended to be submitted as university exercises, and also published papers, are admissible. Essays (which must be either printed or typed, and accompanied by copies of all statistical tabulations), must be sent to the Honorary Secretaries of the Royal Statistical Society, 9, Adelphi Terrace, W.C. 2, not later than July 1st, 1923.

MR. GREENWOOD ON ADULT EDUCATION

Mr. Arthur Greenwood, M.P., opened the discussion on Adult Education at the North of England Education Conference of Education Authorities held at Blackburn in the New Year. His address was concerned with the duties and obligations of Local Education Authorities in the provision of educational opportunities for men and women and with the kind of assistance which they needed from voluntary organisations in this respect. He contended that, notwithstanding the enthusiasm shown and the real assistance given by many Local Educational Authorities in this matter there was no question that such Authorities as a whole did not regard the education of grown men and women as an integral part of their responsibilities. The education of the citizen was, he contended, as important, as fundamental, and as real a part of the duties of Local Authorities as the education of children, and they could have no real national system unless they found the completion in a properly developed system of adult education. He went on to emphasise the fact that grown-up students require different treatment from children. They must have more freedom and the right of self-determination, and classes arranged for them must not be unduly trammelled by regulations. Experience showed that in arranging such classes Local Authorities required the co-operation of some form of voluntary organisation.

THE W.E.A. SPIRIT.

It took some members of some Education Committees a long time to appreciate that real education might conceivably be carried on in a public-house or a working men's club. They felt it was something that must necessarily be conducted with all the stiff formality one saw in school buildings. A notice announcing classes for adults wishing to pursue non-vocational studies would not necessarily gain their attendance. "You have to go out to seek them. It is that kind of work which voluntary organisations can best carry on and for which statutory Education Authorities are unfitted. They have too much work of other kinds to do. This kind of work is not their particular job. It is a job that is best carried out by a virile voluntary body in a missionary spirit. If it be agreed that adult education is an essential part of our national system, then, obviously, every effort ought to be made to stimulate the demand for it." It would appear, therefore, that the functions of the public authority and the voluntary body in the sphere of adult education were pretty clearly defined. The former dealt with the supply of education; the provision of facilities; the latter concerned itself with the demand, which it mobilised and made effective.

In the Workers' Educational Association they had secured a large measure of co-operation with Universities on precisely the same principles that he had applied to Local Education Authorities. Within a few years they had established permanent contact with every University and University College in this country, and he affirmed that there was no University who would break that co-operation. It had been not merely a powerful aid in the development of adult education among the working classes, but, he believed, it had been valuable to the Universities themselves. With the Board of Education the W.E.A. had succeeded in cultivating the most friendly relation. In the whole field of education that Association was now regarded as a body which could not be ignored, and it was true to say no large inquiry into any aspect of education had been undertaken in recent years without the W.E.A. being invited to place its views before the Committee. In other words, it had a status with the Board of Education itself as a recognised voluntary body caring about education in all its phases. The co-operation between public bodies and the Association which now existed, ought surely to be carried much further.

CO-OPERATION.

The Adult Education Committee of the Ministry of Reconstruction—the only Committee of its kind ever set up in any country on that subject—in an elaborate survey of the whole question, came down heavily in favour of co-operation between public authorities dealing with education and voluntary educational agencies. More recently the Standing Advisory Committee on Adult Education, set up by the Board of Education, had unanimously declared that the real line of advance lay through closer co-operation between statutory bodies and voluntary organisations. All who had seriously considered the question would thoroughly endorse that view. Up to the present there was not that intimate contact and co-operation with Local Education Authorities that had been obtained with the Universities. Definite proposals, however, had been made for promoting that kind of co-operation, and if a real link could be established an important advance would be made in the development of education. In the working-class movement, the trade union movement, the co-operative movement, the working men's club, and institute movement they could see a new and living demand for adult education, which, in the interests alike of the individual and the nation, ought to be fully developed. By following that course they would place the coping stone on the national fabric of education.

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"HIGHWAY" QUERIES

"DEAR EDITOR,—I am glad to see that THE HIGHWAY has been taking up the agricultural question. Would it not be possible for it to devote some space every month—say a page or a page and a half—to the discussion of current economic problems? I make the suggestion not so much because, in all probability, a large proportion of your readers are or have been members of classes studying economics, but because every one of us is to-day hit more or less severely by the crude economic facts of unemployment, low wages and high taxes. *Bona fide* enlightenment on the economic causes of these evils is much to be desired. The daily papers do not supply the need. They merely serve to excite our imaginations, in a hopeful direction or the reverse, by gleanings from the economic field, carefully prepared for our consumption according to the political bias of the editor. I have in mind such 'economic' notions as the following:—

For months past certain papers have been studiously spreading the idea that this country can afford to 'cut the loss' of its former trade with Germany and Russia by developing trade within the Empire. Mr. McKenna's recent speech at the annual meeting of the London Joint City and Midland Bank offers a severe rebuff to these sanguine hopes, and his argument is one which it needs no profound study of economics to appreciate. Less obvious is Mr. McKenna's other contention that the Government's policy of reducing the unfunded debt during the past year is, in part, responsible for the slow revival of trade. But here is a matter about which, if Economics were a really 'live' subject of study, we should all be all eager to inform ourselves. Probably not half of 1 per cent. of those who read the speech have the vaguest notion of what he is driving at.

Another recent event in the economic world has been Sir Josiah Stamp's pronouncement in the columns of the *Times*, that the cost of living index number, on which most wages are now based, must in future be supplemented by a new index number based on the productivity of the work for which the wage is paid. This contention, coming from such an expert authority, is one which every trade unionist ought to make it his business to examine thoroughly.

I do not contend that the answers to such economic problems are easy to give, or that much of the discussion of them may not be above the heads of those who have made no special study of economics. What I do contend is, that THE HIGHWAY affords an exceptional opportunity to students and tutors alike to explain and discuss these and other current problems.

The formation of an accurately informed public opinion in the day when Labour comes into power is largely in their hands.—Yours, etc.,

ARTHUR L. DAKYNS."

24, Upper Wimpole Street, W. 1.

January 25th, 1923.

[This column exists for the discussion of any subjects which W.E.A. Students and Members may like to raise.—Ed., HIGHWAY.]

Motherhood

"MOTHERHOOD AND CHILD ENDOWMENT." Published by the Trades Union Congress and the Labour Party. Price 6d.

This pamphlet contains an Interim Report by an Advisory Committee of the Labour Party and the Trades Union Congress, and also a summary of a debate on the Report which took place at the National Conference of Labour Women in May, 1922. The Report gives a valuable summary of schemes adopted or proposed in England and abroad with a view of safeguarding the interests of women and children. Especially interesting are the family allowances paid by the employers in certain industries in France and Germany. One would like to know what the workers concerned think of these schemes. The Report itself recommends that money payments should be made in the form of (1) adequate maintenance grants to the unemployed in proportion to the number in the family; (2) pensions for mothers and children where the father is dead or disabled or has deserted his family. "Direct money payments," continues the Report, "are only recommended to meet special needs of a temporary character, and endowment in kind rather than endowment in money is favoured as the next step." The chief forms of endowment in kind which they advocate are: free education from nursery school to university, free health services, the extension to all women of the Washington Convention on Maternity, the provision of milk free or at low price to infants and expectant mothers and nursing mothers, and the provision of a free mid-day meal to all school children.

During the discussion on this Report at the Conference of Labour Women, Mrs. Stocks moved an amendment that "the principle of payment in kind . . . does not provide a satisfactory basis for the services of motherhood." After an illuminating debate, the amendment was lost by 206 to 49, and the adoption of the Report was carried by 241 to 20. We now await with interest the publication of the Final Report promised by the Committee.

RUTH DALTON.

The Polish Sub-Committee of the League of Nations ask for a supply of scientific books, periodicals and instruments. There are 40,000 students in the various State institutions, but the condition of the exchange makes it impossible to purchase foreign books. Parcels of books should be sent to Mr. Headicar, London School of Economics, Clare Market, W.C., and earmarked "For the Universities of Poland."

UNIVERSITY OF LONDON

Public Lectures

At the suggestion of the Tutorial Classes Committee, the following public lectures have been specially arranged for the convenience of W.E.A. students by the Department of History of University College. Will tutorial and one-year class students help to make them known?

ADMISSION IS WITHOUT FEE OR TICKET.

FRIDAY, FEBRUARY 9TH, 16TH AND 23RD, AT 8 P.M.

"THE EVOLUTION OF LONDON."

Three lectures by Miss E. Jeffries Davis, M.A., University Reader in the History and Records of London.

THURSDAY, MARCH 8TH AND 15TH, AT 8 P.M.

"PROBLEMS OF THE PEACE."

Two lectures by Mr. H. W. V. Temperley, M.A., Lecturer in Diplomatic History.

- i. "Some Difficulties created by the Allied Secret Agreements during the War."
- ii. "Some Aspects of the Peace Conference."

The following are selections from the general list of Public Lectures of the University of London:—

UNIVERSITY COLLEGE.

WEDNESDAY, FEBRUARY 14TH, AT 5.30 P.M.

"MODERN MACHINE BOOKBINDING."

Mr. G. A. Stephen, F.L.A., City Librarian, Norwich. (Lantern Illustrations.)

FRIDAY, FEBRUARY 16TH, AT 5.15 P.M.

"THE PLACE OF MUSIC IN THE EDUCATION OF THE FUTURE."

Mr. Percy A. Scholes.

WEDNESDAY, FEBRUARY 28TH, AT 5.30 P.M.

"MANUSCRIPT INFLUENCE ON THE EARLY PRINTED BOOK."

Mr. G. H. Palmer.

THURSDAY, MARCH 1st, AT 5.30 P.M.

"THE PUBLIC BUILDINGS OF SIR CHRISTOPHER WREN."

Professor A. E. Richardson (Lantern Illustrations).

FRIDAY, MARCH 2ND, AT 5.15 P.M.

"MODERN POETRY."

Mr. Walter de la Mare.

KING'S COLLEGE.

WEDNESDAY, FEBRUARY 7TH, AT 5.30 P.M.

"THE FUNDAMENTAL CONCEPTIONS OF BIOLOGY."

Dr. J. S. Haldane.

WEDNESDAY, FEBRUARY 28TH, AT 5.30 P.M.

"THE LIMITATIONS OF NATURAL SCIENCE."

Principal L. P. Jacks.

The London District Secretary would be glad to furnish particulars concerning other lectures.

The Rt. Hon. H. A. L. Fisher, M.P., will deliver a course of four public lectures at University College, Reading, in February on the "New International Order," with special reference to the Treaties of Peace, the Austrian and Polish Settlements, and the League of Nations and the Treaties.

A course of 25 lectures on Ethical Literature and its Modern Developments are being delivered by Miss Marjory S. West, B.A., B.D., at Morley College, Waterloo Road, on Tuesday evenings, at 7.30. Discussion follows the lectures, which are open to all.

A Summer School of Greek, open to men and women, will be held at Westfield College, Hampstead, from August 1st to August 15th. Particulars are still under the consideration of the District Council. Those interested should apply for particulars to the District Secretary, Mr. J. H. Matthews, 282, Laburnum Grove, North End, Plymouth.

SUMMER SCHOOL IN GERMANY.

Arrangements are being made by the Southern District for a Summer School to be held at Frankfurt-am-Main. At the time of going to press the details are still under the consideration of the District Council. Those interested should apply for particulars to the District Secretary, Mr. J. H. Matthews, 282, Laburnum Grove, North End, Plymouth.

FINGER POST NOTES

PROGRESS IN SCOTLAND.

An Interim Report of the work of the W.E.A. in Scotland shows that the Slamannan District Institute and the Kirkintilloch and District Institute have affiliated to the Scottish Council. No reliable statistics can be given of the Branch membership at present.

The "economy" campaign conducted by the late Government through the Scottish Education Department, and the long-continued severity of the industrial conditions, have made the past few months a critical period for the W.E.A. The psychological effects of the almost chronic unemployment have been very inimical to education. In these circumstances it is gratifying to be able to report that, while there is a decrease compared with last year in the number of classes approved by the Education Authorities and in the number of students, the difference is not serious. Some of the Authorities have imposed more stringent conditions on the classes. The number of classes organised since the Annual Meeting is actually one more than at the same period last year, viz.: 58, but 4 of these are not under any Authority. The number of students is 2,792, as against 3,045 in December, 1921. Several tutors report a marked progressive improvement in the groups of students who have maintained a third and fourth year's connection with classes. The classes are: Aberdeen 4, Dundee 3, Edinburgh and Leith 28, Glasgow 6, Coatbridge 2, Hamilton 1, Mossend 1, Motherwell 2, Wishaw 1, Bathgate 1, Bo'ness 1, Penicuik 1, Greenock 1, Thornliebank 1, Hawick 1, Selkirk 1, Stirling 1, Arbroath, refused by the Authority, has a Study Circle in "Citizenship." Aberdeen, Glasgow, Selkirk and Stirling have winter courses of lectures. Edinburgh carried through a summer course.

Despite the severe financial strain on Trade Unions during the year, the Unions concerned with the W.E.T.U.C. have maintained their schemes. The scheme appears certain to survive the stress of the unprecedented depression with its machinery intact and prepared for the demand that is likely to come with more settled and prosperous times.

There is a small credit balance on the Financial Statement. Certain grants payable through the Central Office will not be available this year, and the situation is not without anxiety. A largely increased membership is necessary, and Branches are urged to do all they can to secure it.

The Third Annual Conference on Adult Education, organized by the W.E.A., was held in Glasgow on December 9th. There were about 350 delegates present, representing the following organizations:—Trade Unions and Trades and Labour Councils 20, I.L.P. Branches 13, Co-operative Societies, Guilds, &c., 14, Universities 3, Education Authorities 11, Educational Institute of Scotland and other Educational Bodies 5, W.E.A. Branches and Classes 30—Total 96. J. F. Duncan presided, and the address was given by the President of the Association, Dr. Temple, Bishop of Manchester. The subject was "Education and Social Progress." The discussion was much the best that has taken place at these Conferences so far, and there is no doubt whatever about the excellent effect our President's visit has had. The United Co-operative Baking Society provided the hall for the Conference, and also entertained the Scottish Council, with some representative friends and the President, to tea after the meeting. This is the latter's first visit to Scotland under W.E.A. auspices, and it will certainly not be his last if pressure from this side of the border can bring him back. It was a most inspiring time.

A series of Saturday afternoon lectures are arranged at Glasgow University by the Glasgow and District Branch of the W.E.A. The fixtures for February include a series by John Clark, M.A., Director of Education for the Glasgow Authority on Scottish Education. In March there is a series by Dr. F. O. Bower, on "Vegetable Foods." Admission is free. Particulars may be obtained from Mr. T. R. McPhun, 299, Allison Street, Govanhill, Glasgow.

A LANCASHIRE SCHOLARSHIP.

The Education Committee of the Lancashire County Council again offer a scholarship of about £100 per annum, tenable for one year, and possibly renewable for two following years to a selected scholar within the county area prepared to devote his whole time to study at a university or other approved institution, and to follow a course approved by the Committee. Candidates, who must be between the ages of 22 and 40 on July 31, 1923, are required to produce evidence of study in a University Tutorial Class, and the examination includes the writing of an essay. Full particulars may be obtained from Mr. Eli Bibby, 377, Oxford Road, Manchester, or direct from the Director of Education, County Offices, Preston. Residents in the County Boroughs do not, of course, come within the scheme.

EAST MIDLAND DISTRICT.

The Divisional Committee of the Workers' Educational Trade Union Committee have arranged a Week-end School at Nottingham for February 10th and 11th, when The Hon. Bertrand Russell, M.A., will give three lectures on "The Prospects of Industrial Civilisation." Mr. J. M. Mactavish, General Secretary of the W.E.A. and Secretary of the W.E.T.U.C., will speak on Saturday evening on the Workers' Educational

Trade Union Committee; also on the Saturday evening the "Little Movement," Nottingham, have kindly promised to give a dramatic and musical programme. The School will be held at the University College, Nottingham. To encourage the attendance of W.E.A. students, the Committee is offering half-price tickets for the Week-end School—6d. Applications for W.E.A. student tickets to be received not later than January 27th. We suggest that Class Secretaries should act on behalf of the class. The Crich Week-end School is arranged for March 31st-April 3rd, and the Summer School August 4th-18th, 1923.

A W.E.A. LIBRARY.

North Staffordshire W.E.A. students have now a library of their own. It is only a small beginning with a few hundred books, but it is a beginning, and the opening ceremony in December, at 15, Church Street, Stoke, was a very pleasant little ceremony, when Mr. Sanderson Furniss came down from Ruskin College, Oxford, and talked on Roger Bacon's "Four Causes of Ignorance," and generally on the value of books and the pleasure of reading.

W.E.A. IN CANADA.

Mr. Richard Crouch, Organizing Secretary of the Workers' Educational Association in Western Ontario, writes that some seven classes have been arranged for the New Year in the town of London, Ontario alone, and that these have been placed in charge of very competent tutors.

WEST LANCASHIRE AND CHESHIRE.

The three "Elocution" Classes formed by the Liverpool Branch contain most enthusiastic students, and it is hoped that the result will be the formation of a W.E.A. Dramatic Society in Liverpool. It has been decided to arrange a debate between the Manchester "Elocution" Class and the Liverpool "Elocution" Classes, and this will take place on March 3rd next. In the evening a Social will be held, and members are asked to make a note of the date.

Mr. J. H. Richardson, of the International Labour Office, gave lectures at Warrington and at Barrow on the work of "The Labour Bureau and the League of Nations" to Branch members. He also gave a similar lecture to the members of the Wrexham Branch.

Members of the W.E.T.U.C. Class and their friends organized a Smoking Concert at Barrow in aid of the funds of the Class, and it was well attended.

We regret to report that owing to ill health Mr. G. H. Learoyd, an old member of the movement, has to relinquish the position of Secretary to the Wallasey Branch. Mr. D. Walshe, 3, Churchill Grove, Wallasey, is acting as Secretary until the Annual Meeting. This Branch has University Classes in the subjects of "Psychology" and "Music," and a one-year Class in "Elocution." Mrs. Anderson is taking a small and enthusiastic study group in "Literature."

Prof. Lyon Blease, of the University of Liverpool, will address the inaugural meeting of the Shotton Branch on March 10th next. Will all in the District please make a note of the date?

THE CAPITAL LEVY.

A week-end School will be held at the University College, Highfield, Southampton (by kind permission of the Principal), on Saturday, Feb. 16th, 1923. The subject is "The Project of a Capital Levy," and the tutor is Mr. F. W. Cuthbertson, M.A. Tickets may be obtained from Branch Secretaries of the W.E.A., Southern District.

HOLYBROOK HOUSE SUMMER SCHOOL, 1923.

A Summer School will be held at Holybrook House, Reading, from June 30th to September 22nd for the purpose of training members of W.E.A. Tutorial Classes and other advanced students to take Preparatory Classes and Study Groups for the Workers' Educational Association. The School will be divided into three Periods four weeks each, and in each Period attention will be confined to one special branch of study as follows:—

June 30th—July 28th.—"English Literature and Social History from the French Revolution to 1880."

July 28th—Aug. 25th.—Industrial History and Development of Economic Theory in Great Britain in the 19th and 20th Centuries."

Aug. 25th—Sept. 22nd.—"Political Philosophy; with special reference to modern theories of Democracy."

The programme in each Period will include (a) lectures on the general subject of the month, (b) instruction in methods of teaching and in the preparation of lectures, etc., (c) seminars on certain divisions of the general subject, (d) individual tuition on special aspects of the general subject selected by the students. Students will be expected to have done a reasonable amount of reading upon the special aspect he or she selects.

The school will be open to both sexes alike and not more than 12 students will be admitted in each month. Students will be required to satisfy the Board of Studies of their fitness to profit by the instruction given and to stay at the School for four weeks. Board, residence and tuition will be provided free and railway fares will be paid.

The prospectus will be ready early in February and may be obtained either from the General Secretary of the W.E.A., 16, Harpur Street, London, W.C.1, or from the Warden, Holybrook House, Castle Street, Reading. The closing date for applications will be March 31st, and the places in the School will be allocated early in May.

THE LONDON DISTRICT.

A social has been arranged under the joint auspices of the London District and the Camberwell Branch, and will be held on Thursday, the 8th of February, beginning at 7.30 p.m., at Cambridge House, 137, Camberwell Road, S.E.5. All London District members are heartily invited to come along and give support to our newest Branch. Cambridge House is a convenient centre for South London and it is hoped that the Social will be the occasion for a good rally of the members of all South London Branches and Classes. Admission is free, but by ticket. Tickets may be had on application to the London District Office, 16, Harpur Street, W.C.1. Will Deptford and Battersea Branches please note and co-operate?

METROPOLITAN BRANCH LECTURE VISITS.

Mr. W. H. Eaton will conduct a series of lecture visits to City Churches, beginning on February 18th, at 2.30. Dates of visits are as follows:—

Feb. 17th, at 2.30	St Giles, Cripplegate, St. Lawrence Jewry, Gresham St., St. Stephens, Walbrook.
March 3rd, at 2.30	St. Helens, Bishopsgate, St. Olave's, Hart Street, St. Magnus the Martyr.
March 17th, at 2.30	St. Mary Woolnoth, St. Mary at Hill, Eastcheap, All Hallows Barking by the Tower.

Early application for tickets, 6d. each visit or 1/- for the course, should be made to the Secretary, Metropolitan Branch, 16, Harpur Street, W.C.1. Members of the District and Members of other Branches are heartily invited.

CLASSES.

32 Tutorial and 59 One-Year Classes have so far been organized, while a number of others are under arrangement. Although one or two older centres have registered a decline in the number of their classes as compared with last year, this decline has been more than compensated for by the steady progress of others, and the growth of new centres. With regard to One-Year Classes, the increase in the number of Literature Classes is a noteworthy element in our programme, while the demand for languages is also growing fast. The eleven new first-year Tutorial Classes comprise three in Economics, two in Economic History, two in Literature, two in Psychology, one in Philosophy, and one in Biology. An advanced Class in Economics has again been started, and thanks to the generosity of Sir William Beveridge, facilities have been provided for the admission of ten students to the School of Economics, while arrangements have also been made by Mr. Piercy, the tutor, for private tuition of all the students. Owing to the enthusiasm of Miss Hazlitt, Psychology students who have completed a Tutorial Class Course, have also been given the opportunity of further study by the organization of an Advanced Study Circle in that subject. Mr. G. D. H. Cole has entered upon his duties as staff tutor with great zest, and is engaged among other things, on the provision of facilities for advanced work both for individual students and for groups of students in a more comprehensive way than is possible under present Tutorial Class regulations.

BRANCHES AND STUDENT CENTRES.

The resignation owing to ill health of Mr. W. H. King from the Battersea Branch is a sad loss. He was one of the pioneers of the W.E.A. in London, and has from the earliest days been a stalwart of Battersea. Although he has ceased to be an official of the Branch, Mr. King will still remain active in its service. New centres have recently been started at Islington and Twickenham, and it is hoped that Branches will shortly be formed in both areas. All who are interested in the work in either locality should get into touch with Mr. J. L. Wood, 21, Lambton Road, N.19, or Mr. J. V. Thomas, Public Library, Twickenham. All the newer branches are showing good power of expansion; Willesden having one tutorial class and two one year classes; Claims and Records Office, Kew, two tutorial classes and three one year classes; Camberwell six one year classes and one tutorial class; Finsbury two one year classes and West Ham two one year classes.

The ruling of the L.C.C. that elementary classes in language must be held at Commercial Institutes has made it necessary for the Finsbury Branch to find accommodation in private premises for the carrying on of a class in Elementary French, which consists entirely of members of an L.C.C. Women's Institute. Hammersmith (Old Oak Branch), not content with organizing ten classes under the L.C.C., has co-operated with the Council in the establishment of a junior Institute for the adolescents in the Old Oak Estate. The efforts of the Royal Arsenal Co-operative Society have been responsible for the increase in the number of one-year classes at Wimbledon.

DIFFICULTIES WITH THE LONDON EDUCATION AUTHORITY.

Progress in the organization of classes in London has been considerably hampered during the last few months by a number of difficulties with the London Education Authority; difficulties which are all the more unfortunate in that the Authority, as compared with many Local Education Authorities, takes a fairly generous view of its responsibilities to adult education, and also in that the W.E.A. has co-operated, and still is co-

operating extensively with the Council in the excellent work of its Non-Vocational Institutes.

The chief difficulties are as follows:—

(1). The operation of the extra-county regulations debar many workers in Central London from any opportunity of obtaining the education which they desire, such opportunity being dependent upon the possibility of attendance at classes near their place of work and at times convenient to their time of work. The London Education Authority exempts classes specially organized in conjunction with employers from the extra county regulations, but it does not exempt classes specially organized in conjunction with trade unions or any classes organized by the W.E.A. for working people.

(2). The concentration of the elementary teaching of languages in the Commercial Institutes has had the effect of depriving many working people of the opportunity of studying languages in elementary classes aided by the Council.

(3). The virtual prohibition of study circles in the Council's Institutes is preventing the carrying on of the pioneer work necessary to the building up of effective Institute classes.

And (4). The raising of the rent of L.C.C. school-rooms from 9d. a meeting to 11/- a meeting for classes not directly organized by the Education Authority itself means that tutorial classes are shut out from L.C.C. School premises.

Friendly representations with regard to these points have been made for some time past to the Education Authority.

W.E.T.U.C.

A good deal of pioneer work has been done in connection with the W.E.T.U.C. A local unit for Central London has been set up by the Metropolitan Branch of the W.E.A. and the Branches of the Union of Post Office Workers concerned. One double shift Tutorial Class and three One-Year Classes have been definitely organized to meet the needs of W.E.T.U.C. students. A series of public lectures has also been organized on the problems of the professional worker in co-operation with the National Federation of Professional, Technical, Advisory and Supervisory Workers.

DISTRICT FUND.

An appeal has been issued to all Branches and Classes for help in meeting the District deficit. Donations from Classes and Branches received to date total £35. A number of Branches and Classes have special money-raising efforts in hand, while the District has a membership campaign in progress. Poplar Women's Class, which topped the list last year, is organizing a social for February 10th, at 8 p.m., at All Saints Institute, Newby Place, Miss H. Mackay, 56, East India Dock Road, would be glad to send tickets to any District or Branch members.

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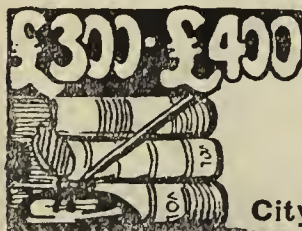
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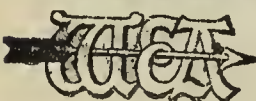
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The Highway

A MONTHLY REVIEW OF ADULT EDUCATION
And the Journal of the Workers' Educational Association

VOL. XV., No. 6

MARCH, 1923

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NOTES OF THE MONTH

NOW that the programme and the arrangements for the Summer Schools of 1923 are under consideration, it is interesting to consider the results achieved in last year's schools. Last year the Bangor School was attended by 188 students, and the attendance would certainly have been larger but for the serious conditions caused by unemployment. The metal workers provided the largest group vocationally, owing to the large number of scholarships provided by the Iron and Steel Trades Confederation through the W.E.T.U.C. for their members. Bristol had 43 students, Cambridge 31, Oxford 94, Repton 57, Saltburn 144, Reading 33, and London 350. The London figures have to be considered on a rather different basis, as the London Summer School does not involve residence, and is not continuous, being held at successive week-ends. A considerable number of scholarships were available; these were provided by the Iron and Steel Trades Confederation, the Union of Post Office Workers, the Cassel Trustee Fund, the Gilchrist Trustees, the Association of University Women, and some by the Universities immediately concerned. The courses were varied in type, but the Schools had one feature in common—they all exacted hard and serious work from the students—and got it. This is not to say that recreation in the way of excursions and social life was missing, for without these things the Summer School would lose part of its value as an experiment in community life. In nearly every case there was a careful exclusion of too many conflicting and distracting subjects. Oxford, encouraged by the success of the meeting of 1921, specialised in Modern History. The lectures covered three periods in the three separate weeks—1811-1851, 1851-1870, and 1870-1899. Thus the student could choose the period in which he had done some preliminary work. In addition to the formal lectures, individual tuition was provided for specialised study of the topic or subject especially prepared by the student. Other lectures in non-historical subjects were given, but history filled the main part of the provision. Here again many students, principally manual workers, who had planned to come to Oxford, were prevented from doing so by the acute depression in industry. The prospectus of the Holybrook Summer School, published in last month's HIGHWAY, shows a similar concentration to

that practised at Oxford last year. Three separate subjects are being taken in three separate months, and the student resident for a month will practically confine himself to a single branch of study.

* * * *

A letter signed by a long list of people who speak with authority on education was circulated by the Workers' Educational Association to the press on February 17th. The writers laid stress on the plain fact that in impoverishing education you impoverish the nation and that economy on education is usually the worst kind of extravagance. The obvious and tangible result of the harm that is being done in the name of economy lies in the extension of unemployment. We deliberately add to the number of the workless month by month, say the writers, "for we are turning out of our schools untrained children and immature and inexperienced workers at the rate of 600,000 a year. And we have been scared into this by the dread of the cost of continued education under Section 10 of the recent Act—a cost that might have amounted to nine or ten millions in the next five years. Is all this mass of pauperism, crime, and casual drifting labour going to cost less?" They go on to speak of the limitations placed on secondary education, of the overcrowding, the under-equipment and understaffing of the elementary schools, and finally of the hampering of workers' education, and they conclude by saying that, "if the new President of the Board will set himself to check this deplorable reaction, we are convinced that he will receive widespread public support." The Association of Education Committees, commenting on this letter in the Educational Supplement of February 24th, endorse the exposure of the fallacy that education can be impoverished without impoverishing the nation, "whether," they say, "it was embodied in the crude and uninformed recommendations of the Geddes Committee or in the far more subtle and therefore more dangerous attacks made from the Board of Education." It is fair to add to this pungent comment the suggestion that the Board have, in fact, little option under the pressure exercised by the Treasury.

* * * *

Similar considerations to those set out in the letter were put forward at greater length and in more detail by the deputation of the W.E.A. Executive which waited on Mr. Wood, the President of the Board of Education,

on February 14th. The deputation, which was headed by the Bishop of Manchester, included among others, Mr. Arthur Greenwood, M.P., Mr. A. V. Alexander, M.P., Ald. R. Richardson, M.P., Prof. F. Hall (Co-operative Union), Mr. H. Nobbs (U.P.W.), Mr. R. Denison (I. and S.T.C.), Mr. John Davidson (London Joint Committee), and Mr. G. D. H. Cole (Tutors' Association). Among the points raised by the deputation was the disastrous result of the scrapping of the Continuation School scheme provided by the Education Act of 1918, necessitating the hastily improvised scheme of centres for unemployed young people, rendered more difficult by the discouraging policy pursued by the Board in respect of the voluntary centres established by some progressive authorities in the autumn of last year. The President listened sympathetically to the deputation, and expressed the hope that the limit of financial restrictions on education had been reached.

* * * *

Sixty-seven Local Education Authorities have submitted schemes for the establishment of educational and recreational centres for unemployed young people, and of these forty-one have already been approved. Among the authorities adopting schemes are London, Edinburgh, Manchester, Barrow, Cardiff, Birkenhead, Liverpool, Preston and Wolverhampton, and it is understood that at the centres established provision will be made for 13,000 adolescents. It is also reported from different centres that a considerable number of children of 14 are remaining at school pending offers of work. Mr. D. Williams, M.P., has asked the President of the Board of Education whether he would raise the school age to 15, with exemption under certain circumstances, under Section 46 of the Education Act of 1921. Mr. Wood replied that he had no authority to require Local Education Authorities to raise the age of compulsory school attendance to 15.

* * * *

But there is still room for propaganda on the subject of unemployed young people in quarters where more enlightenment might have been expected. It is reported that at a meeting of the Dorsetshire Education Committee, where the provision of educational centres for unemployed juveniles was under discussion, one member remarked that in the case of girls there ought to be no unemployment, as there were plenty of openings for them. He looked upon the proposed centres as one of those doctrinaire things which simply led to expenditure. Happily, the view of this member did not prevail. At Middlesbrough a member of the Education Committee said it would be better for the boys to be at the works gates seeking employment than to be at the unemployment centre. Here again better sense won, another member replying that arrangements could be made with employers that boys should be engaged from the centre. But what is a man who still thinks that hanging about the works gates in the hope of a job is good for a boy doing on an Education Committee?

* * * *

The General Purposes Sub-Committee of the London County Council have decided, by 24 votes to 18, to report in favour of bringing women teachers entering the L.C.C. service under the Council's general rule of requiring women teachers to resign on marriage. This decision, if accepted by the Council, will affect all new entrants to the London teaching service. The powerful arguments marshalled against the recommendation by the National Union of Societies for Equal Citizenship and by the London Teachers' Association have so far had no effect. The *Educational Supplement* points out that it remains to be seen whether the decision to exclude women on marriage in future will hold good in the Courts in face of the Sex Disqualification (Removal) Act of 1919, which declares that a person shall not be disqualified "by sex or marriage" from the exercise of public functions, or of a civil profession or vocation.

In his article on the Workers' Education Bureau of America in the present issue of THE HIGHWAY. Mr. Cole draws attention to the part played by the arts in workers' education in America. One reason for the important rôle assigned to them is, as he points out, the fact that the language of art is universal, and equally comprehensible to the Italian, Czech, Russian or Greek immigrant—but it is only a subsidiary reason. There are signs that there is an increasing understanding in the W.E.A. at home of the educational, the social and the spiritual value of the study and practice of the arts. This is especially notable in the success of the Tutorial classes on Music and by the extension of dramatic societies in connection with W.E.A. branches at Manchester, Plymouth, Nottingham, Edinburgh and elsewhere, some news of which is included in this month's "Fingerpost Notes." None of these latter are quite so ambitious as the Leeds Industrial Theatre, but their achievements are considerable. Then there are the small play-producing organizations which exist in many small villages and centres, many of which are affiliated to the British Drama League. If there is to be a real dramatic revival in England, it may very well be built on such a foundation. In the arts of painting and sculpture there is less activity apparent among English workers, and it is doubtful whether we could in this country produce so good and comprehensive an exhibition of painting and sculpture from working-class artists as that recently shown in the Maison du Peuple in Brussels.

* * * *

London has one people's theatre, the "Old Vic," which is one of the great education centres of London. But "London" means a big area, and it is a long journey from Harrow, or Hampstead, or Tooting, or East Ham to the Waterloo Road. If the drama is to do all it might do for Londoners it must be as easy to get to the theatre as it is to the cinema. Miss Lena Ashwell's Once-a-Week Players are doing something to solve the problem. Miss Ashwell has found that the essentials of the play come over the footlights quite well in the Town Hall, or other local Hall, when once you have agreed that "the play's the thing" and that elaborate West End staging can be dispensed with. Last month the Once-a-Week Players gave Ernest Denny's "All of a Sudden Peggy," Somerset Maugham's "Smith" and H. H. Davies's "Doormats" in various London and extra-London boroughs ranging from Watford on the north to Sutton on the south, and from Ealing in the west to Canning Town in the east. This month they are producing Houghton's "The Younger Generation," and McEvoy's "The Likes of 'Er."

* * * *

In the eloquent address which Sir Michael Sadler gave at Manchester to W.E.A. students on February 10th, he paid a moving tribute to the late Dr. Fison. "We have lost," he said, "during the last few days a man to whom all adult education in England owed much—Albert Henry Fison, scientific lecturer at Guy's and the London Hospital, a great University extension lecturer, an accomplished and learned student of science, and above all a man of easy, fatherly, humorous, shrewd temperament, to know whom was 'to love him,' and who as secretary of the Gilchrist Educational Trust did much to give to cities and towns all over England and Wales the opportunity to hear those inspiring lectures which many of us here regard as in all ways among the landmarks of our intellectual life. When we try to put into a short phrase the nature of the liberal education which we are trying, in the midst of all our daily duty, to win and to increase, he said things which added a good deal to the popular judgment of his time. He said: 'What a man seeks through a liberal education is to get to know himself and the world. For this knowledge it is before all things necessary that he acquaint himself with the best that has been thought and said in the world.'"

WORKERS' EDUCATION IN AMERICA

And the Lessons for Us

By G. D. H. COLE.

WORKERS' EDUCATION IN THE UNITED STATES.
Report of the Second National Conference of the Workers'
Education Bureau. Published by the W.E.B. 50 cents.

WORKING-CLASS education in the United States is, of course, not a new thing. Wherever there is an organised Labour movement, there is almost bound to be some educational activity among its members. But the American workers have, until quite recently, made no attempt to co-ordinate their educational work over the country as a whole. Classes have been organised separately in various centres, and a few Trade Unions have instituted educational schemes for their members with very remarkable success. This has been particularly the case in the clothing trades, where the Unions, having to deal with a membership of extraordinarily varied nationality and cultural standard, were driven early into educational work as an integral part of Trade Union organisation and propaganda.

Two years ago, after a study of working-class education in Great Britain and in other countries, Spencer Miller and his friends started the Workers' Education Bureau of America as a co-ordinating and propagandist body. In it they linked up the Educational Departments of the American Federation of Labour and of the Unions having educational schemes, the local Workers' Colleges (these are mostly no more than federations of classes or organising centres for classes), and such bodies as the Rand School of Social Science (roughly the American equivalent of our Labour Research Department). The Bureau has succeeded, during its two years of life, in stimulating the growth of many new local agencies; but, in view of the immense size of the American continent, no close national co-ordination such as we have in this country is either possible or desirable. A loose federation is the most that can be secured: the movement will grow mainly on a local basis, or it will not grow at all.

Perhaps the looseness of the federal organisation is partly responsible for the wide diversity of the bodies affiliated to the W.E.B. The controversies which hold apart the W.E.A. and the Labour College movement in this country do not appear to exist in America in any developed form. The W.E.B. includes purely Trade Union bodies and bodies which act in co-operation with Universities and public Education authorities, bodies which claim to be out for Socialist propaganda and bodies which draw a sharp distinction between propaganda and education, partisans of Mr. Gompers and "radicals" who are exponents of the policy of "dual Unionism." All these act together in the Bureau, and seem to suffer no inconvenience from doing so. Perhaps there is still ample room for all, and the controversies have not yet had time to develop: perhaps some of these quarrels are not so essential to working-class educational bodies as some of us in this country are apt to imagine.

For English readers, perhaps the most interesting thing about these American experiments—especially the admirable educational schemes of the Amalgamated Clothing Workers' Union—is the insistence on "mass education" as well as on class-room work. The "Amalgamated" lays great stress on its concerts and entertainments and its general lectures, through which it mainly reaches the mass of its members, and draws them on to take part in its classes and more advanced forms of education. In this country, we have sadly neglected the means of appealing to Union members, and making students as well, through the Arts, and particularly through music and the drama. We have been too much dominated by the class-room idea of education, or, when we have recognised that the Arts

have a place in our work, we have made no effort to co-ordinate their appeal with our educational activity in the narrower sense. The Americans have doubtless been led to their insistence on the Arts mainly because they are faced by the problem of binding together men and women from very different nationalities—and because the Arts are largely international in their appeal. But, if our problem does not equally force these means of education upon our attention, we have still much to learn from what the "Amalgamated" and other American Unions have achieved by this method. There is no problem I should better like the W.E.A.—and the W.E.T.U.C.—to tackle than the place of the Arts in the development of their educational work. Great Britain is well ahead of the United States in class work; it is well behind in the sphere of education through the Arts.

ADULT EDUCATION FOR WOMEN

By BARBARA WOOTTON.

THE Adult Education Committee's recently published report on adult education for women contains some suggestions to which many of those interested in the subject will hesitate to give unqualified approval. The report gives the impression of being slightly touched with the spirit of those who, having found the education of adult working women difficult (which it is), now incline to the line of least resistance, and shirk facing the problems involved in any serious attempt to educate the working woman up to the standard aimed at for men.

The Committee express the view that "for the considerable proportion of women who wish to continue their education in an ordered succession of subjects, the method of University Extension fully carried out is more likely to be attractive, and on the whole is more suitable, than the method of the Tutorial class." It looks a little as though, in despair of getting women to take full part in the discussion and written work associated with tutorial class teaching, the Committee are content for women's education to take the form of passive attendance at miscellaneous lectures, and to accept for them educational methods, the proved unsatisfactoriness of which is largely responsible for the supersession of University Extension by W.E.A. and tutorial class teaching.

It is certainly true that the tutorial class movement does not mean all that could be wished to working women. The facts (to which the Committee call attention) are undeniable—that the women who attend do not, in the vast majority of cases, fall into the same economic category as the men; that they are often shy and take little active part in the work of the class; and that it is difficult for women, particularly married women, to give the necessary three years' pledge.

Such objections are, however, not confined to one sex. The male students at tutorial classes are drawn from a wide range of economic categories. Some of them are shy; and a number have great difficulty in pledging themselves to a three years' course, and greater difficulty in keeping the pledge when made. The fact is that the Committee are in a bit of a dilemma. They are faced with some big objections to the tutorial class method as now practised. These objections apply, perhaps in a greater degree to women than to men, but their real force is directed against the method as a whole, and not to its suitability to either sex in particular. The Committee, however, being precluded by their terms of reference from dealing with these larger matters, can only register the rather misleading opinion that tutorial classes are not suitable for women. They quote in this connection a long passage from a "witness of great experience," who states indeed that the tutorial class method is much less suitable for women than for men; but the whole emphasis of

whose argument is upon the weakness of the method as applied to the mass of adult students of either sex. The Committee's conclusions as to tutorial classes would be seen in a truer light if they could have said that a large extension of classes combining some of the features of both the present one-year and the present tutorial classes is required for both sexes. The existing tutorial class difficulties are in a higher degree common to both men and women than can appear from the Committee's report.

But meanwhile the fundamental problem that troubles the Committee (and all who are acquainted with mixed adult classes) is the difficulty of getting the women to take full share in the work of the class. This difficulty would certainly crop up in any revised form of tutorial class. To realise a problem is, however, to go a long way towards its solution. At present, classes (and tutors) are perhaps too ready to acquiesce in the presence of a "silent minority of women." The Committee's remark that in some cases the women's "shyness wears off, in others it continues," is significant. No doubt the "some cases" are those in which there is, and the "other cases" are those in which there is not, some recognition by the tutor that a definite effort must be made to induce the women to be more forthcoming. With patience and a more general recognition that the silence of the women members is a loss both to the class as a whole and to the women themselves, the difficulty may, I think, in time be overcome. But if the women are encouraged to seek a soft option in more passive forms of education, there is danger that the loss will become permanent.

VOCATIONAL GUIDANCE IN A NEW YORK SLUM SCHOOL

BY E. I. NEWCOMB, M.A.

(Late research assistant to Professor Thorndike, Teachers' College, Columbia University, New York.)

LAST year the Principal of a large elementary school on the East side gave an educational psychologist a free hand to experiment with standardised tests in his school. The school records were first examined, and it was found that 90 per cent. of the pupils were "retarded," *i.e.*, were doing work below the average for their age. They were typical of the boys and girls who enter trades in New York City, many of them being the children of parents who landed at Ellis Island unable to speak English and unable to read or write any language at all. The teachers agree that many of these children do not profit at all by their last year or two in an ordinary school, and the psychologist set to work to find their special ability, if possible, so that they might be trained along that line, *e.g.*, in a Trade School. Unfortunately the so-called law of compensation does not hold good. The boy who is bad at book-work is not necessarily good with his hands; the girl who cannot sew is not necessarily a good clerk.

The great difficulty was to find tests which, without requiring a very high level of general intelligence, would discover each child's special aptitude, mechanical, clerical, and so on. All the usual clerical tests, *e.g.*, Thurstone's, correlate highly with general intelligence, so new ones had to be tried, and it is hoped that a really useful prognostic test of clerical ability may be one outcome of this experiment.

A satisfactory test is already in existence for discovering mechanical ability among the less bright boys, *viz.*, the Stenquist Assembly Test. It has been widely used with men and boys, and while its correlation with general intelligence is very low, it easily reveals the gifted mechanic. Moreover, a very low score in this test denotes absence of mechanical ability, and should debar a boy from admission to a Trade School. The machinery of the test is of a very practical nature, and consists of a long wooden box, divided into twelve compartments,

each of which contains the parts of a common mechanical device, such as a bicycle bell, a door lock, a mouse trap, a clothes peg. These have to be assembled within a given time. Lieut. Stenquist has also devised a mechanical picture test, which is cheaper and easier to give, but not quite so reliable. There was no parallel test for girls (who generally do very badly in the Stenquist tests), but a new one was devised, and is now in process of standardisation. It should show to what extent and in what direction a girl is clever with her fingers. Besides the clerical and mechanical tests, a standard group test of general intelligence was given, and the result compared with the school records. In this way a few very bright children were found who had become lazy, perhaps through associating with those of inferior mentality.

All the boys and girls who had passed their thirteenth birthday were tested, and a report on each was sent both to the school and to the parents. This report included ratings under the following heads: two clerical tests, two mechanical tests for boys (one for girls), the general intelligence test, total school marks, total conduct marks, absences, height, weight. In addition there was a general remark such as: "Should enter a trade school as soon as possible." "Progress probably hindered by bad physique; needs another year in the elementary school." "Is not working up to capacity; has High School ability." "Would make a successful clerk after a year or two in High School." "Would do well at dressmaking." "Very good ability; should enter High School next year." In the States this advice is not the mockery which it would seem in England, as not only are the High Schools, *i.e.*, Public Secondary Schools, free, but also there are numerous ways in which students can "earn while they learn."

The scores obtained in the various tests were all investigated by expert statisticians, and the result is that not only were the children given valuable vocational guidance but also a big step forward was taken in the improvement of clerical tests, and an entirely new mechanical test for girls was devised.

Special workers from the Institute of Research connected with Columbia University are now engaged in "follow up" work, keeping elaborately detailed records of the careers of the children who took the tests. In a few years it should be possible to give reliable vocational tests to every child before he or she leaves the elementary school. This is the necessary preliminary to any useful system of vocational training in Continuation Schools or elsewhere, as much valuable time may be wasted before the pupil settles to the work for which he is really suited.

This experiment in New York will certainly give great impetus to the whole movement for vocational tests.

PRIZE ESSAY

A prize of books to the value of 2 guineas is offered for the best essay of not more than 1,500 words on the following statement made by Prof. J. M. Keynes in a letter to *The Times* of February 15th, in repetition of remarks originally addressed by him to the National Mutual Assurance Society, suggesting the relation between the growth of population and unemployment. He wrote:

"I estimated, speaking broadly, that the working classes were receiving approximately the same real wage as before the war for an output (largely due to a diminution of working hours), perhaps 10 per cent. less, and then went on to say that I doubted 'whether on these terms we shall be able to employ the whole employable population except at the very top of the periodic booms without great improvements in the technique and intelligence of trade and industry.'"

Competitors must cut out and fill in the following form, and essays must be received in this office on or before April 15th. The result will be announced in the May issue of *THE HIGHWAY*. The Editor's decision will be final, and the right to publish the winning essay in *THE HIGHWAY* is reserved. The books for the prize will be selected by the student and supplied from the Central Book Room.

I am a student of the.....
held at.....

and submit the attached essay, which is my own unaided work.

Signature
(Mr., Mrs. or Miss.)

Envelope to be endorsed "Essay."

TWO WARNINGS

By R. H. TAWNEY

"IF BRITAIN IS TO LIVE." By NORMAN ANGELL. Nisbet, 2s. 6d.

"THE DECAY OF CAPITALIST CIVILIZATION." By SIDNEY & BEATRICE WEBB. Fabian Society, and Allen & Unwin. 2s. 6d.

THESE two books have one significant point of resemblance. They are both in the nature of warnings. Mr. Angell is concerned with the reaction on Great Britain of the collapse of the international economic system caused by the War and the Peace; Mr. and Mrs. Webb with the growing instability revealed by British capitalism during a century of development, an instability in which the War and the Peace have been only one episode. Both are dealing with matters which have been their study for a lifetime, and speak with unrivalled authority in their respective fields. Neither have won the ear of those on whom at the moment public policy more directly depends. But, when the intellectual history of our generation comes to be written, few names, it may be prophesied, will occupy a larger space in it than those of Mr. and Mrs. Webb and Mr. Angell.

"Concerning admitted insanity there is nothing new to be said," but though the main points in Mr. Angell's account of the economic collapse of Europe are by this time familiar, it is useful to have them put in a form so simple that every step in the argument stands out for examination. The economic life of Great Britain depended before the War, he argues, on the production by foreign countries of a surplus of food and raw materials, which they exchanged for British coal, manufactures and shipping services. As a result of the collapse of economic life on the Continent, that surplus has disappeared, or is disappearing, with the result that those who previously consumed British goods cannot buy them in the same quantities. At the same time the situation is aggravated by the fact that British coal and manufactures, mainly through causes which were in operation before the War, have less purchasing power than before, while Great Britain, having ceased to be the creditor, and become the debtor, of the United States, no longer receives food and raw materials as interest on her foreign investments. The result of both changes together, unless counteracting measures can be discovered and applied, will be that Great Britain will be stranded with a population rather larger than that of 1913 in a world which, owing to the running down of economic life on the Continent, has the consuming capacity of (say) 1850 or 1860, with the difference that she will no longer benefit by the virtual monopoly of manufactures which she possessed half a century ago. In such a situation there will be widespread unemployment; the standard of life will fall; and ultimately, after a period of increasing misery, there will be wholesale emigration.

Are countervailing measures possible? Mr. Angell, as would be expected, argues that they are, but that their adoption depends on a radical change of policy, and, above all, on the rejection by the public of the whole mentality of economic nationalism, preached by nine-tenths of the press and immensely strengthened by the War, of which the Treaty of Versailles was the monument. Broadly speaking, four main roads out of the economic morass in which Great Britain is at present floundering have been, in one quarter or another, suggested:—(i.) agricultural self-sufficiency, (ii.) the economic development of "the Empire," (iii.) the use of a military and naval preponderance (when and if it exists) for economic ends, (iv) some form or another of economic internationalism. (i.) Is a mirage except in so modified a form as not to affect the main problem. (ii.) whatever its advantages as a supplement, is for economic reasons (apart from political difficulties, which may be serious), not a true alternative. Politicians who speak as though an adequate compensation for the loss of trade through the ruin of part of the Continent

can be found in any near future in the development of trade within the Empire, cannot have studied the facts of population and trade returns. (iii.) has been, and is being tried. If military and naval power could be used to "take" wealth successfully, discussion would be unnecessary. For the present problem would not have arisen. (iv.) remains to be tried. What it means is an international agreement as to the elements of a code of economic rights and their enforcement by international action.

To the reviewer, Mr. Angell's main argument seems irrefutable. The one weakness of the book appears to him to be that the author has left himself too little space to do more than refer to the character of the policy which is required. But people will go on believing in the monopolising of economic opportunities by the use of national power, *until they see an alternative*. Just as they acquiesced in slavery, so do they acquiesce in industrial tyranny for the same reason. To convert them, it is not enough to show that their ideas are absurd, and the results of applying them disastrous. It is necessary to indicate clearly an alternative policy. The part which active malice, or even mere blundering stupidity, has played in creating the present impasse is probably exaggerated. The part played by mere craven fear is probably underestimated. Those countries which can afford it find the excuse which makes militarism possible in the passion for "security." They will always find it, until men are persuaded that there are other ways of organizing security more effective and less ruinous than overwhelming national power, with the system of bargains and one-sided alliances which it involves, and that in the process of struggling for security they ruin themselves and their neighbours. No one has pointed this out more clearly than Mr. Angell. No one is more competent to present the steps towards the international economic code of which he speaks. He would increase the great obligations under which he has laid us by an illuminating and noble-minded book, if he would write another of the same length on more constructive proposals on which lack of space has prevented him entering at length in "If Britain is to Live."

The book of Mr. and Mrs. Webb, apart from its other merits, is a valuable complement to that of Mr. Angell. The disasters produced by the triumphs of a violent nationalism are so obvious that there is some danger of its being forgotten that the forces behind it are mainly, though not entirely economic; and that any judicial survey of modern economic organisation must take into account the working of that organisation in the world of international politics. A picture which is sometimes presented of the history of the past ten years—it is suggested, I think, in the deservedly influential book of Mr. Keynes, as well as in those of Signor Nitti—is that of a world of blameless business men engaged in the peaceful activities of commerce, whose beneficent operations were suddenly overwhelmed by the sinister ambitions of politicians and soldiers, who first made the War, and then completed the ruin of war by a treaty which, in effect, continued it. This interpretation is plausible, but it is romantic and superficial, for it omits a large range of essential facts. No such divorce between peaceful economic activities and political nationalism exists to-day or existed in 1914. In reality, though those engaged in business may be, and usually are, unconscious of the fact, international relations and policy are largely determined by economic rivalries. One need mention only, out of a score of examples, Morocco, Persia, the Bagdad Railway, the iron ore of Lorraine, the coal of Silesia and the Ruhr. Hence any policy which simply tries to set going the wheels of economic activity as they were turning in 1914, however attractive that may sound now, is doomed to failure, for it leaves untouched what are among the most potent causes of war. To ask whether international policy or domestic industrial reconstruction is more important is waste of time. To deal with international problems one must face the economic issues

which largely determine them, and those economic issues bring one at once to the character of the industrial system, or to what Mr. and Mrs. Webb call "Capitalist Civilisation."

If, instead of being killed outright, Goliath had fallen into a slow decline, while David, after pelting him with stones in his hasty youth, stood by his bedside and pointed out, with grave shakes of the head, that his present condition was only what was to be expected after a life of reckless gluttony, the giant's sensations would, perhaps, have been somewhat like those which appear, judging from reviews, to be experienced by some of the readers of Mr. and Mrs. Webb's diagnosis of the diseases of Capitalism. In that diagnosis itself, there is little, I think, that the authors have not said or implied elsewhere. But it is irritating for an individual who believes himself in the prime of life to hear the doctor discussing whether he is likely to live for six months or twelve; and what has annoyed a more than usually simple-minded critic in *The Times* is not, I suspect, the authors' command of sober invective, nor even the particular counts in the indictment, which are supported by the usual wealth of citations (where and how do they keep the historical notes in such a form that they can be projected with deadly accuracy at the critical moment?), but the suggestion that "Capitalism" was a rather disreputable episode in a period that is now drawing to a close. Their thesis, put briefly, is that we are living in the late afternoon of a social order which dawned somewhere in the middle of the eighteenth century, passed its reckless and violent youth between about 1800 and 1840, reached maturity in the golden age of the Great Exhibition, and has since been gradually failing, partly for psychological reasons, because it no longer commands general approval or even acquiescence; partly for economic reasons, that it no longer "delivers the goods" with the same efficiency as before. "The Decay of Capitalist Civilization" is, they argue, already a fact of experience. The only question is how the situation is to be met? If common sense and goodwill are sufficiently general and sufficiently powerful, the old order may pass into the new without a violent rupture. If they are not, if there is a war of economic creeds, or even mere sabotage and passive resistance—there will be a period of revolutions and counter-revolutions in which the present economic system and the possibility of social reconstruction will alike disappear.

For the particular steps by which this argument is developed, the reader must turn to the book itself. But the important thing in it (as, it may be suggested, it was the important thing in Marx's "Capital," to which one's mind naturally recurs in reading the historical argument of the Webbs' book) is the attempt to show that the "Capitalist" organisation of industry is breaking down from within; and on this general thesis one or two observations may be permitted. It is, I think, true and important that economic organisation has undergone an immense and imperfectly realised change in the last half-century. As economic history has usually been written and taught in England hitherto, the "Industrial Revolution" (blessed phrase!) is supposed to have produced the modern industrial system by about 1850 or so, and it is tacitly implied that its main characteristics are the same to-day as they were then. At the risk of some over-statement, it might perhaps more truly be argued that the changes between 1850 and 1914 were greater than those between 1800 and 1850. The joint-stock organization, which is the legal foundation of modern industry, the depersonalizing of economic relations, the administration of industry by salaried professionals, the separation of "business" and "production," and the movement towards combination and monopoly—all these things, not to mention the changes in the position and organisation of Labour, date in the main from after the middle of the last century. The considerations which were relevant to the "individual enterprise" of 1850, though still sometimes repeated—consider only the treatment of profits in

some economic textbooks—are no longer equally relevant to-day. If Bright and Cobden were living now, it is not improbable that they would find themselves more at home in the company of Mr. and Mrs. Webb than of, say, Sir Allan Smith.

I have mentioned this point in the authors' argument because it seems to supply a perspective to the discussion of contemporary problems which is sometimes absent. It is not, of course, the only, or the most important, one. They emphasize the disappearance of the peculiar psychological conditions which made possible the economic order of half a century ago, the growing realisation of the failure of capitalism (for a definition see the book, page 2) to provide the material conditions of a good life for all, its defects not only as a system of distribution, but (a more neglected point) of production, and the growth of the alternative forms of organisation which the authors have studied in detail in their other books. By summarizing the symptoms as those of "decay," they do not, of course, suggest an inevitable transformation in which Labour, like the Alpine tourist, has only to scramble out of bed to watch the sunrise! What they mean is that partly for economic, partly for moral reasons, "Capitalism" has lost its authority, and is, therefore, unstable. The best piece of economic argument in the book is the discussion of the validity of profits as a test of economic efficiency. That question is rarely faced with so much candour, either by Socialists or by their critics, and the Webbs' discussion would bear amplifying and reprinting. Their latest work is a worthy addition to the long series by which they have laid all students of social organisation under an immense obligation.

OTHER BOOKS OF THE MONTH.

The Newspaper World

"LABOUR RESEARCH DEPARTMENT: STUDIES IN LABOUR AND CAPITAL." The Press. Vol. 2. Labour Publishing Co., Ltd. 1s. net.

This booklet is mainly a study of the financial powers and influences behind the "popular," or big circulation newspaper press. The facts have been dug out of the available records with industry and care, and none who wishes to understand what lies beneath the surface of the social order created by the evolution of machine industry and big business can afford to neglect this examination of the organisation of the "millionaire" press.

The statistical sections show in detail the enormous capital now invested in these papers. The holdings of the controlling men in each group are given, and the widespread ramifications of the commercial and manufacturing interests of some of these controllers are clearly explained. The varied or mingled motives of profit-making, propaganda, and the exercise of political power and influence, as the driving force behind these newspaper enterprises is also discussed.

The description of the unique trade union organisation of newspaper workers—an almost complete combination of both brain and manual workers—should be studied by all other trade unionists. At a time when the need for a radical reorganisation of the whole trade union movement, to adapt it to modern conditions, is being more and more recognised by the workers in all industries, the experience of the Printing and Kindred Trades Federation, with its all-inclusive affiliation of journalists, compositors, machine men, packers, clerical staffs, and the other groups of newspaper and printing workers, is of particular interest and value.

This study opens up far-reaching questions of public interest and welfare which can only be hinted at in a brief notice: The potentialities of the newspaper press for good or evil when everyone is dependent on it for information about the multifarious activities of mankind—about movements and tendencies of thought as well as events—needs no stressing.

Whether the supply of news is ample and impartial, or restricted and coloured, and whether news and propaganda are subtly blended, depends to a large extent on the aims of the controllers. The manipulation of news by the skilful use of the art of suppression and accentuation, to give it a particular and constant bias, may obviously have extremely mischievous effects. If, however, the mass of the readers come to understand how these newspapers are organised and operated, they will be read with discrimination and a certain healthy distrust.

From this point of view the Labour Research Department has rendered a useful public service. Nevertheless its study would have been still more valuable if an attempt had been made to analyse more thoroughly the character and purpose of the newspaper groups with which it deals. The general impression given, whether it is intended or not, is that the whole of the big cir-

culuation papers come within the category of wholly evil things. There is a wide difference in fact, and the difficulty of generalising on a subject in which commercial, political, psychological and complex technical questions are involved is particularly great. Moreover, any study which attempts to deal with the newspaper press in watertight compartments must lead to fallacious reasoning. It is unfortunate that no attempt has been made to estimate the forces of the provincial daily press, to describe its special characteristics, and to indicate how it counteracts to some extent the influence of the national stunt press by its fuller and less partial reports of speeches, parliament, local bodies, and so on.

On the other side some space might have been given to the various secret or semi-secret organisations which syndicate subtle propaganda articles to the weekly newspapers. Judging from the manner in which this kind of propaganda is increasing, it is likely to be a more formidable obstacle to the progress of the Labour Party than the blatant trumpeting of the reactionary millionaire press.

W. MEAKIN.

Tutankhamen's Predecessor

"THE LIFE AND TIMES OF AKHNATON, PHARAOH OF EGYPT." By ARTHUR WEIGALL. New and Revised Edition. Illustrated. Pp. 252. Thornton Butterworth. 12s. 6d. net.

The prominence given by the newspapers to the recent discoveries in the Valley of the Tombs of the Kings has aroused considerable public interest in the wonders of ancient Egypt. The finds are of great importance, not only from the point of view of the intrinsic value and splendid workmanship of the articles discovered, but because of the fresh light that may be shed on one of the most interesting periods of early history—and especially the reign of the "heretic king" Akhnaton.

Akhnaton was the father-in-law of Tutankhamen, and seldom has so revolutionary a spirit ascended the throne of an absolute monarchy. At this time hundreds of gods were recognised in Egypt, and in innumerable temples the devotions of the multitude were accorded to the image of the local deity, usually animal- or bird-headed. The people placed utter faith in amulets and charms, and supported many large and wealthy priesthoods. With astonishing boldness Akhnaton ordered the suppression of all these ancient cults and priesthoods. In their place he established the worship of one god, Aton, an entirely benevolent, all-powerful and impersonal god, who was revealed to man in the vital life-giving heat of the sun. He abandoned the old capitals of Egypt, and built a new city—where the buildings were decorated in a style very different from the traditional art of Egypt. Here the King developed his ideas, and in connection with the new religion, hymns and services were produced which far exceed all that had gone before in nobility of thought and expression.

A fundamental tenet of the faith of Aton was the condemnation of the taking of human life—even in war. When the Pharaoh's Syrian dominions were invaded by the Hittites and other "outer barbarians," not one soldier would he move in their defence. Soon the richest of Egypt's colonial possessions were overrun by the enemy, and the Egyptian people were listening to refugees' tales of terror and devastation. Everywhere the priests were plotting to regain their power, nowhere did the masses really understand the new religion. The treasury was impoverished by the loss of the Syrian tributes, and Akhnaton's health was failing.

He was only thirty when he died, and the innovations that he had made did not long survive his death. Within two years Tutankhamen had abandoned the new capital and returned to Thebes. A few more years, and all the old religions were re-established, and almost all traces of the god Aton and the reformer-king were obliterated.

This is a summary of the true story that Mr. Weigall has to tell. He writes with fluency and eloquence, and, from the dry bones of history, has created a clear impression of one of the few definite personalities in the long line of the Pharaohs.

W. H. HOSFORD.

A Working-class Epic

"THE LIFE AND DEATH OF MRS. TIDMUSS." By BLAIR. Blackwell. 2/6 net.

To give speech to the inarticulate, that, since literature began in stories round the nomad's fire, has been its task. Always it has worked downwards from the "great" to the unnoted. And now, at last, it approaches the hardest work of all—to give expression to the consciousness of the multitudes of toilers whom no chronicler sees as individuals. Literature turns now from the Pharaoh to the day-labourers. John Masefield showed one way of doing this when he threw on the dark screen of obscure life a sudden flash of drama, a gleam of the spirit. Such is the vision in which the drunken poacher sees the Christlike greatness of following the plough: such the prophecy by which the mother of the boy who has been hanged sees a time when all men shall be happy. This is one way, but it still leaves the humdrum taste of daily life unnoted. All the drabness in Masefield exists, but as a background to the glory. It is a dramatic property, and little more.

"The Life and Death of Mrs. Tidmuss," on the contrary, takes the drabness, the incessant repetition of grey lives as its

sole subject. Here is, in fact, the apparently meaningless procession of the generations in which each is but a wave that sinks back unmarked into the ocean. Here is the eternal return with a vengeance and told in the terms of the most common girlhood, wifehood, motherhood and death. There is no flash of vision or of insight in this poem; yet, by the remarkable power of its art, we are made to feel the vibrating heart-strings of people whose range of consciousness is infinitely narrow—and yet world-wide in meaning and scope. Selina has her moment of youth, but not of beauty, for she is anæmic; blind love comes and children; her Tom is a dumb and faithful soul. The cares of an ever-repeated tussle with poverty bring her to the moment when her son is swept out to help make up the mass of cannon-fodder for the war. Then comes old and despised and timid age and death. In this powerful work there are no high moments, and only two things: the incessant urge of life that passes like fire from one generation to another, purposeless, apparently, yet resistless, and an equally unrelenting battle against the ever-encroaching tides of want. These people are the pawns—of life as of statesmen, yet they are living and breathing. They live and breathe before our eyes in this remarkable poem. These waves of the ocean have voices, in this poem of motherhood we hear the echoes of what they have been saying for ages. Mrs. Tidmuss puts in her window that card which says that "a man from this house is serving his King and Country," but—

"Could she see 'twas hers to save—
Hers and a million such—to save and mend
The broken franchise of a frightened world
For mothers and sons unborn, 'till life transcend
The claim of this barbaric blood-call swirled,
Nor ever woman fashion for brute wreck
The unborn miracle 'neath her bosom curled?"

"Yet the world went on: the markets bought and sold.
His death had bought no splendid consummation."

This is the eternal return indeed.

In the flood of new books Mrs. Tidmuss must not be overlooked. It has many of the marks of greatness and, what is, perhaps, more, it heralds the opening of a new effort in the art of literature

M. P. WILLCOCKS.

The Ebb and Flow in Trade.

"THE TRADE CYCLE," by F. LAVINGTON, M.A. P. S. King & Son, Ltd. 1922. pp. 113. 3s. 6d. net.

Mr. Lavington describes his essay as "an account of the causes producing rhythmical changes in the activity of business." That there is such a rhythm has naturally challenged economists to endeavour to find the underlying causes; for the detection of uniformities promises to give a scientific basis to their subject. Mr. Lavington's method is analytical. At the conclusion of his argument, indeed, he virtually admits that he has not exposed the causes of which he set out to give an account. "Little has been proved, much has been conjectured," he says on page 92. "At best," he continues, "the argument may be described as a set of inferences from general economic theory which are in tolerable agreement with the facts as we imperfectly know them." It is needless to say, however, that Mr. Lavington pursues his analysis with rigour and presents the main deductions from his premises with perfect lucidity. His little book is a valuable introduction to and commentary on the suggested explanations of the phenomena of alternate boom and slump. We now realise, too, that these phenomena are of the highest social significance. Mr. Lavington begins by limiting the "cycle" to the industrial period. He then seeks for the causes in the essential conditions of modern organisation—the function of the *entrepreneur*, the fact that production is for a future market, and the part played by prices. In other words he concentrates attention on the psychology of those who set the productive processes in operation. He shows how their forecasts of the future may be gilded by an optimism which leads to disaster with the consequence that confidence will be seriously shaken. The key to the causes of business fluctuations, it is suggested, lies in the mind of the *entrepreneur*. In a final chapter the author briefly indicates the chief social effects of the working of the trade cycle. He does not believe that the flaws in the industrial system justifies its condemnation; on the contrary, he is impressed by its achievements. But he makes suggestions as to how the intensity of the trade cycle might be moderated. It follows from his previous analysis that the remedy is to be found in any influences which may be brought to bear on the mind of the *entrepreneur*, either to undermine his unreasoning optimism regarding the future or to mitigate his prospects of gain on a rising market. It is suggested that federations of employers might propagate enlightened opinion so as to correct ill-founded forecasts. But more interesting is the suggestion that either rates of wages and interest should be so immediately adjusted while prices are rising that the *entrepreneur* could not gain any advantage from their "lagging," or, the banks should so regulate their policy of making advances that a rise in prices would be restricted. Mr. Lavington would be the first to recognise that these suggestions would be difficult to convert into practice.

J. F. REES.

THE ACQUISITION OF A STYLE

By F. L. MITCHELL.

"HOW best am I to acquire a distinctive or personal manner of writing—a style of my own? I can write fairly fluently, my grammar is sound enough, and I have an adequate vocabulary, but that is only half the equipment I want. What can you suggest?"

This was the substance of a letter which reached me the other day from a student in one of my classes. In various forms I have had that question put to me scores of times. I am always expecting it, and I am disappointed if it does not crop up several times a session although it is a difficult question to answer intelligently. It is useless to give stereotyped advice in these cases. It is even worse to say that you have been on a similar quest yourself all your life without achieving anything beyond a stock of platitudes. In every case so much depends upon the personal equation, and so much depends, too, upon the peculiar circumstances with which each individual is contending.

"It is easy enough for me to write fairly fluently and grammatically," replies my hypothetical student. "I have heard all about practice making perfect and the style being the man. I am quite aware that lucidity, brevity and precision should be my first aim. You have already given us a list of excellent 'tabloid tips' on how to write well. But I want to acquire an intimate personal manner. I'll practise, but tell me how to practise."

As a reader of many class essays and "papers," I must sympathise with the good intentions of students who wish to impart a distinctive quality to their writing. But it is not so easy; and yet one would not damp their ardour by reiterating the truisms that style is after all personality, that some people are born with a sense of style and some are not, and that the best way to cultivate a distinctive style is to find something distinctive to say—and say it. It may need saying over a good many times before the perfect form of expression is found, but the simplest prose style, with a literary flavour to it, has sheer hard work for its foundations. A few fortunate people are born with a gift for "personal" expression, but even in these cases there is invariably the need for hard work to purge the native metal of its dross, or to temper it to still finer purposes.

I remember a self-educated working man, whose ideas of syntax were hopelessly unorthodox, and whose literary values were mixed most alarmingly, showing up some essays for me to criticise. They were all stamped unmistakably with the writer's engaging personality. He had two of the essential gifts of a good writer—a rare power of conveying an impression of his intellectual vigour and sincerity, and a sure command of analogy and vivid phrases. I found afterwards that he could talk as pertinently and attractively as he wrote.

One frequently encounters among quite illiterate people, especially among the peasantry of Ireland and France, a "racy" or "picturesque" talker who owes nothing to training or literary experience or precept. In fiction there are the memorable cases of Mrs. Poyser, Sam Weller and Mr. Vance, contractor. It is rather a disquieting thought that a course of conventional education in English might have ruined their native talent for colloquial expression. An original personality is a *sine qua non* of an original style of expression among uneducated people. It is also a *sine qua non* of an original literary style among highly cultivated and sophisticated writers, but other factors have also played an important part in the formation of their "personal" style.

Self-consciousness is not the least important of these, and self-consciousness may obviously be both a boon and a danger. It may lead a writer to develop his natural gift with discretion and scrupulous nicety, as I am inclined to believe it did in the case of R. L. Stevenson,

that most self-conscious of artists. On the other hand it may lead to preciousness, pedantry, artistic insincerity and even partial sterility, a kind of "blight" upon the inventive and imaginative powers. Many kinds of literary vice may in fact be traced to an excessive self-consciousness about "form." The older novelists, the great masters of eighteenth and nineteenth century fiction, apparently thought little about style in the abstract, because the "creative" impulse was so urgent in them that they had no time to devote to the consideration of theoretical questions of "style," as say, Walter Pater had. Yet they achieved style, a personal form of utterance that is, which only became inartistic or over "mannered" when they became self-conscious and caricatured themselves. But this is a consideration which I must elaborate another time. The point is that a too self-conscious style, an over-mannered style, is apt to become objectionable; although without self-consciousness no one is likely to achieve a distinctive style, unless he be a heaven-sent genius. To self-consciousness must be added self-discipline. Pater insisted on the moral obligations of the artist—not the moral obligations imposed by society on the man in the street—but on self-discipline in all that appertains to the practice of literature.

But with the youthful aspirant to literary honours, the question with which I began should take a slightly different form. Ought I to play "the sedulous ape" as Stevenson did, in season and out of season—and if so, to whom? Or ought I to eschew "models" and cultivate my own manner in my own way? There is no question which causes me more misgivings than this. It is so difficult to advise honestly and wisely. To be quite candid, there is no answer that will fit all cases indiscriminately. If an examination of an apprentice MSS. reveals that the young author has, in embryo, a strong natural gift towards a "personal" manner, then I should advise him to avoid playing the "sedulous ape" too persistently. Let him read widely, by all means. Let him practise in season and out of season, aiming always at the cultivation of his own special gift. If, on the other hand, as most frequently happens, his MSS. reveal no strong evidence of easy mastery of a distinctive style, but simply that he can write fluently, then I should certainly advise a strenuous course of apprenticeship to several of the acknowledged masters of prose. But always with caution. It is usual to suggest the great impresarios of style, and the young aspirant rushes to Ruskin, De Quincey, Stevenson, Pater, Oscar Wilde and Conrad. The result is always failure and disillusionment. The "style" achieved is invariably affected, derivative and insincere. It is something added on to one's personality, instead of incorporated into it. One would not advise a novice in cricket to model himself on an unorthodox genius like Jessop.

It is much better for the literary aspirant to begin with the unobtrusive masters of prose style. There is a great deal to be learned from the quieter masters of good prose form. There is Mark Rutherford, for example. There is Jane Austen, or Samuel Butler or Arnold, or Shaw, the pamphleteer. The young aspirant could do no better than serve his apprenticeship to writers like these, remembering all the time that a distinctive style, if it is not original, is apt to be a snare. He should also bear in mind Samuel Butler's sage advice, that the goal of every writer in prose should be to say the maximum of sense is the minimum of words.

THE LADY WORKERS' HOMES, LTD., announce that they are developing a further portion of their St. John's Wood Estate comprising about 100 flats, a large number being specially designed for lady workers. The Directors are inviting applications for 175,000 6 per cent. Preference Shares of £1 each. Full details are given in the advertisement which appears on another page.

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A LONDON TENEMENT

By J. J. MALLON.

WE are taller, I think, than any other tenements. We are newer and of greater bulk. These merits give us superior status, which we enhance by refusing as tenants all except those whose virtue is writ in unblemished rent-books and attested by the word of sound men. There should be, I reckon, some five thousand of us—men, women and children. We are policemen, postmen, skilled artisans, with here and there a spinster or widow of respectability still more unblemished than the rest.

We are perhaps most proud of our policemen. Without the tenements is a lawless and unsanctified land where policemen are not popular. The presence of a blue coat in that region is invariably followed by a sudden remembrance of duties in other quarters and hasty disappearance, or when these are not possible without loss of dignity, a cloak of embarrassed goodness is assumed—a dog is patted, to his obvious surprise, or a youth, despite his protests, is assisted to pull a handcart. Within the tenements we wear no such damnable faces. We respect our policemen, especially one who, it is said, has laid his heavy hand on murderers. "That's him," whisper the youngsters, as, all shining, the prodigy sweeps away each morning to his duty, marching, we do not doubt, to the sound of invisible harps. But we respect without fear. The celebrity is our neighbour, and when the armour of his greatness is off, will sit in shirtsleeves and tell his triumphs to the least of us.

Building is at last come to an end. For months new blocks have seemed to rise magically from nowhere. Now all the available ground is covered and we are set on embellishing. Courtyards are spread where the children will romp and roar, and the old people, the children being absent, will doze and dream in the sun. At four o'clock our youth is free of the schools, and the cronies will do well to pack at the sound of those swift feet and clamorous tongues. Age must not interfere with merry sport. After four o'clock, tops are spun, a ball or, that failing, a can is vigorously kicked about. For hours there is a great hurly.

Lately, a rumour has troubled the balconies that trees are to decorate the courtyard. It is probably an unfounded story, but we cling to it. There is a general hope that if the trees do come they will be real trees, and not improvisations in tubs. Tub trees are not popular. A tree is in the nature of a fixed thing, rooted in the deep earth. To put it into a tub is to strike at its old dignity, to wrest it from its sacred and traditional place. To men of feeling a tub-rooted tree should be a matter for tears, like a lion jumping through hoops or a boxing kangaroo. The tenements cry out for the real thing; the fixed and enduring tree coming mystically out of the earth and sharing the territorial life. A tree in a tub does not satisfy the soul. It is not ours. To-morrow it may pass to another tribe.

The courtyards are kept by great gates, erected I do not know why. There is no idea of standing a siege, though when one thinks of it the tenements are a fine field for the realisation of that dream of street patriotism so dear to G. K. Chesterton's heart. Banners would hang gaily from the balconies. A sudden bugle call would serve to bring the pack of us roaring to the gates, without which are lesser breeds we do not love. The lane round the corner would be a fine place to loot. But the gates, I feel sure, were not fashioned for war, nor are they ever all closed against even the latest of revellers. We are indeed a sober people, the majority satisfied with a nocturnal "pint" taken with bread and cheese in the bosom of the family. So why the gates? The question is not an idle one. Certain of them are for ever closed, and dwellers in particular blocks must therefore go out of

their straight path and enter by portals other than their own. Thereat some of them swear and say that a gate perpetually closed is an affront to reason, a contradiction in terms. But the cautious majority do not gabble so lightly, and one of them expressed a general sentiment when he said, "Stan's to sense they wouldn't close the gates for *no* reason." He added in the Tennysonian matter a hint that there were things better left to higher powers. "We have but faith, we cannot know." One or two still unsatisfied ventured to interrogate the caretaker on the point, but that official, intimating that "them was his orders," declined to continue the discussion. The closed gates are now an accepted fact to all except an old man whose father took part in some ancient war against an arbitrary squire, and whose dotage is filled with echoes of those "battles long ago." The old man is under the impression that it is all an attempt to rob us of right of way, and though he does pretend to explain the thing he is obdurate. "You never know the toffs," he says.

Just now the tenements are thrilled by a sense of the approach of Spring. It has been near to us for weeks, even when nights have been a'cold and the chill water has chuckled in our unsatisfactory boots. We have crept to our icy pallets with a sure expectation that in a few hours the sweet sunshine would dance upon our eyelids and awaken us to a world filled with warm and tender radiance. Winter, we feel, is being driven out while we sleep, and Spring, our deliverer, is marching in with gifts to all of us of loveliness and health and joy.

We are on the threshold of that supreme moment of the year when Spring is our lover and will not be gain-said: when gloom and despondency are for the time being thrown out of our hearts and courage and gladness, and a faith that we are not in the world without purpose returns. And with this faith of Spring to inspire them the tenements will recover energy and zest. Men hurrying to work will dally for a moment to unearth a flower-pot or a window-box or to jot down the names of seeds which they desire to bring home. Women, suddenly rebelling against dull glass and dusky interiors, will produce brushes and buckets and give themselves up to scrubbing and polishing. The Sun God will have awakened our old delight in life and in work, which is life's better part. All arms will strive in his praise and voices be uplifted.

Manchester W.E.A. Dramatic Society

On February 8th, 9th and 10th the Manchester W.E.A.D.S. carried out successfully their ambitious project of presenting Galsworthy's "The Eldest Son," which attracted a large audience at each performance. Everybody seemed to do his or her level best, and the result was very creditable to this capable band of amateurs. The producer, Mr. Langridge, and his assistants made the best of the material at their disposal. The stage was too small, and at times the grouping suffered in consequence; but all the essential properties were there, including the billiard balls "off" and the puppies "on"—or rather, one puppy! Whilst necessarily simple, the scenery sufficed to suggest the surroundings, without distracting our attention from the main business—the acting.

All the principal *rôles* were adequately filled, in spite of the fact that one or two of the actors were somewhat handicapped as regards physical equipment for their parts. In our opinion, the most memorable figure Galsworthy has given us in this play is Lady Cheshire, and we venture to say that in no essential element did Miss Fanny Mason's intrepitiation of the part fall short of the author's conception. This is high praise, we know, but it was merited by Miss Mason's sympathetic yet remarkably restrained and careful performance. Mrs. Langridge, as Freda Studdenham, had a difficult part, and is to be congratulated on a vividly dramatic piece of characterisation. Exigences of space prevent our doing more than mention the good work of Mr. Marcus Francis in the title *rôle*, Mr. H. Gordon Walker as Sir William, Mr. Charles A. Breedon as Studdenham—indeed, all were "triers," all were careful and sincere. The slight "first-night" lapses from word-perfection would easily be remedied at subsequent performances.

To sum up, praiseworthy staging and acting combined to make the production well worth while, and we congratulate the W.E.A.D.S. on their achievement.

VIATOR.

"HIGHWAY" QUERIES AND STUDENTS' COLUMN

THE POLICY OF DEFLATION.

DEAR EDITOR,—Mr. Dakyns' letter in your February issue, while offering a wealth of matters for discussion, throws out one challenge to the economists, which students of that subject cannot let pass unanswered. If Economics were a really "live" subject, he says, we should all be eager to inform ourselves upon such topics as that handled by Mr. McKenna in his recent speech to the shareholders of the London Joint City and Midland Bank. But as it is, probably not half of 1 per cent. of Mr. McKenna's readers have even the vaguest notion of what he was driving at; and, though Mr. Dakyns does not say so, it is probably equally true that not half of half of 1 per cent. of the general public have read the speech at all.

But perhaps there is a little life left in economics. Certainly Mr. McKenna raises very interesting matters; though how amusing it is to hear a banker abusing deflation, after the way the banking world clamoured for it during the period of inflation! The substance of Mr. McKenna's view seems to me simpler than many of those who try to read it may perhaps suppose. During the war the Bank of England put substantial quantities of brand new purchasing power at the disposal of the Government, by way of loan on Ways and Means advances. The Joint Stock Banks performed the same service by buying Treasury Bills. The Government, thus possessed of large quantities of new money, created for its own special convenience, paid this out to its various creditors. The latter paid the money into their own banking accounts with the Joint Stock banks, with the result that these accounts became fat and comfortable, and their owners prosperous folk with plenty to spend; and trade boomed, and prices rose accordingly. Now the Government is in effect re-borrowing part of these deposits from their owners, in order to use this money to repay the Bank and the banks to whom it is indebted. The owners, accordingly, having lent their money to the Government, have less to spend. But the Government, instead of spending their money for them, uses it simply to repay the banks, and these use it to cancel the original issues of new purchasing power with which they obliged the Government in the hour of its distress. So the purchasing power disappears and nobody has it to spend any more.

That is a slightly over-simplified statement; but I think it gives the substance of what is occurring, and what Mr. McKenna says is an obstacle to trade revival. So far as the process goes it is probable that it does have a substantial effect in retarding trade recovery. Certain at any rate it is that there is much less purchasing power in the hands of the public than there was. At the beginning of 1921 the deposits of the London Clearing Banks amounted to £1,850 million; at the beginning of 1923 they do not exceed £1,715 million. In December 1920, the total of Treasury notes and Bank of England notes in circulation averaged £472 million; at the beginning of 1923 it has fallen to £421 million. Clearly people have less to spend.

Moreover a little deflation goes a long way. For every £1 reduction in purchasing power in the hands of the public means, for a time, the withdrawal of much more than £1 from the purchase of goods. For every such reduction causes a fall in prices; and as soon as prices begin to fall, people (perversely, but naturally) think that they will go on falling, and so postpone their purchases, and thereby make the fall in prices and the depression worse.

However, do not let us conclude without more opinions from HIGHWAY readers that deflation is the sole cause of trade depression. Everybody has his own special explanation of the slump—except perhaps those who are too busy denying its existence. I see that the

Daily Express this morning publishes the placard "Trade Boom Figures." Perhaps, after all, there isn't a depression. Has it ever occurred to any W.E.A. student what an interesting line of research it would be to collect all the Press announcements that trade has revived, is reviving, or is about to revive, which have appeared ever since the first break in the boom? I think it would be found that they were largely drawn from the same sources as proclaimed Germany capable of paying £12,000 million in Reparations, and now denounce the capital levy as impracticable.

Yours sincerely,

BARBARA WOOTTON.

2 QUEENSBOROUGH TERRACE, W.2.

February 15th.

The Dalton Plan

To the Editor of "THE HIGHWAY."

SIR,—Is it not possible to adopt the Dalton method in our tutorial classes as suggested by Mr. Lynch in the February HIGHWAY? It has certain obvious advantages. It would break down the formality of the classes which keeps away adults with a healthy distaste for regimentation, it would allow the quick student to go forward without forcing the pace too much for the beginner, and it would allow specialisation and research in that part of a subject which appeals to a particular student. Incidentally it would solve the problem of how to provide for the advanced student at a time when super-tutorial classes are quite out of the question. At the same time it would make recruitment for the classes easier. The beginner need not hesitate to join, and a fairly wide range of subject could be given in one class, thus appealing to a wider circle of students.

The only objection appears to be the greater amount of work to be thrown on the tutor. On the other hand, the tutor might be compensated for his extra effort by quickened interest and better results. The opinion of tutors on the possibility and desirability of this scheme would be useful. Discussion would also be valuable on the new methods which would have to be employed and on the possibility of opposition from Education Authorities to any such scheme.

If the plan is to be tried next winter it should be fully explored now.

Yours, etc.,

9, Cuttholme Road, Chesterfield.

W. E. RICHARDS.

Trade Unions and Income Tax

To the Editor of "THE HIGHWAY."

SIR,—I would like to point out that Mr. Elvin, in his review of my book in your February issue, has fallen into error in his criticism of the chapter on Income Tax. Mr. Elvin says: "There is an interesting chapter on Income Tax. I fear, however, the author has not explained sufficiently the basis upon which Income Tax can be reclaimed by Trade Unions. He (the author) states:—

'As a concession to registered Trade Unions, an amount of Income Tax may be recovered equivalent to the tax upon the amount spent by the Union in Provident Benefits during the year, but not exceeding the amount of tax actually paid.'

"In my opinion he has misread the Act relating to this matter; the point to be determined is whether the investment upon which the Income Tax has been deducted at source is of money which belongs to benefit funds, and as such can be applied to the payment of benefit."

First of all, the paragraph which he quotes does explain fully the basis upon which Income Tax can be reclaimed by Trade Unions; further, I have not misread the Act, and "the point to be determined" is not "whether the investment upon which the Income Tax has been deducted at source is of money which belongs to benefit funds and as such can be applied to the payment of benefit." And there is no question of "an arrangement on the lines indicated being agreed to by the Inland Revenue Commissioners."

Mr. Elvin's statement: "Otherwise I think it will be found that no Income Tax is payable on invested benefit funds" is also quite wrong. Again, I do not, as he states, quote in support of my "statement" Section 3 of the Trade Union (Provident Fund) Act, 1893. When I quote this Act it is merely in defining "provident benefits," and I know that Section 39 (2) of the Income Tax Act, 1918, does govern this matter now; but it is only a Consolidation Act; there is no alteration in the law governing the subject.

Mr. Elvin has evidently not grasped the meaning of Section 39 (2), which states that in order to be exempt from Income Tax the interest and dividends must be "applicable and applied" solely for the purpose of provident benefits, so that in keeping a separate Benefit Fund it is not possible, as he suggests, to reclaim the whole of the Income Tax paid on its invested funds, irrespective of the amount actually applied in benefits. So long as the Provident Benefit Fund remains the property of the Trade Union repayment can only be made on the amount expended in provident benefits.

In summing up, Mr. Elvin says: "Apart from this one apparent error, Mr. Lynch is to be congratulated upon producing such a book at this time." The real cause of Mr. Elvin's erroneous criticism lies in the fact that he has not noticed that in the chapter on Income Tax I am dealing with the funds of a registered Trade Union, and not those of a registered Friendly Society.

With regard to a Trade Union being "willing to lose some money for the privilege of having a common fund," this again is misleading. I know of Unions which, by having a common fund, have gained thousands of pounds yearly because they have been able to reclaim Income Tax paid on the interest from invested funds which are also applicable to the payment of strike pay and dispute pay (which are not provident benefits), which, if they had kept their Provident Benefit Fund separate, they would have lost by reason of the fact that the amounts available for such strike and dispute pay would then not be applicable to the payment of provident benefits.

I am, Sir, yours faithfully,
Laxey House, Tennyson Road, JOSEPH LYNCH.
Chesterfield, 21st February.

The Women's Institute

To the Editor of THE HIGHWAY.

DEAR SIR,—I have heard it stated by members of the Trade Unions that the Women's Institute movement is not a good one, inasmuch as it seeks to undermine the strength of the Trade Union movement by introducing cheap labour through the home work which is taught, e.g., glove making, etc. As it is very difficult to get at the exact truth of this statement, I should appreciate any facts or evidence that could be supplied by your readers on this matter. This to help in the "formation of an accurately informed public opinion"—vide Mr. A. L. Dakyns in your last issue.

Feb. 14th, 1923.

K. M. STRETTON.

[The National Federation of Women's Institutes states that it never encourages its Institutes to take up handicraft work with a view to trading, but purely for the educational value of the work and its utility value to the village women. The handicrafts which the National Federation teaches to its Institutes are taught with a view to enabling the village woman to make articles which will be useful to her in her own home, and which will be of interest to her in the making. Where a Women's Institute starts a village industry of its own it does so on its own responsibility, but the National Federation always advises such industries to be started independently of the Institute, and urges that a proper scale of wages shall be paid and fair prices charged.]

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CHEAP EDITIONS NOW READY.

We have now received copies of the new W.E.A. special cheap editions of No. 3 of the Percy Reprints containing *The Four Ages of Poetry*, by Thomas Love Peacock, *A Defence of Poetry*, by Percy Bysshe Shelley, and *An Essay on Shelley*, by Robert Browning. These essays are among the finest prose efforts in the English language, and the book is well edited and beautifully printed. The ordinary edition is published at 4s. 6d. net, but the cheap edition is available to members and students of the W.E.A. and its affiliated bodies only at 3s. post free. W.E.A. branches and classes may purchase twelve copies for 30s. post free, for re-sale at 3s. per copy.

We have also received a further supply of *English Political Theory*, by Ivor Brown. The original supply of this cheap edition had been sold out for some months, but in response to an insistent demand, we arranged with the publishers, Messrs. Methuen & Co., Ltd., for a further issue. Published at 5s. 6d. net, the special edition is offered at 3s. 6d. post free to members and students of the W.E.A. and its affiliated bodies only.

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We should like again to draw the attention of HIGHWAY readers to the first W.E.A. cheap edition of a novel, *The Royal Road*, by Alfred Ollivant. This is a real life story, the scene of which is laid in the poorer parts of South London. Unlike the usual cheaper editions of a work of fiction, this special edition is a crown octavo book, in the same type and on the same paper as the more expensive edition, but it is bound in paper boards. The price is 2s. 6d. per copy, post free. W.E.A. groups may purchase twelve copies for 27s. 6d. post free for re-sale at 2s. 6d. each.

W.E.A. REMAINDERS.

Of the W.E.A. remainders advertised in last month's HIGHWAY *Parliament and the People* is now entirely sold out, but copies still remain of *The Complaint of Peace*, 1s. 6d., and *An Introduction to the Study of Social Problems*, 6d.

"FACTORY ECHOES."

This is a new remainder, offered for the first time last month, but already there has been a considerable demand for Mr. R. M. Fox's little book of essays. Published at 1s. 6d. net, this is now offered at 9d. post free. The following extracts from reviews will show the literary merit of *Factory Echoes* :—

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C.C.—Your best plan would be to consult the local Branch Secretary of the W.E.A., and see if tuition can be obtained. But the following books are obtainable secondhand, and would probably suit your purpose, if you are determined to make the attempt unaided: Nesfield's *English Course* (Macmillan); Pendlebury's *Arithmetic* (Geo. Bell & Sons); Baker & Bourne's *Elementary Algebra* (Geo. Bell & Sons); University Tutorial Press. Text-books (Matriculation editions) on Geometry, Heat, Light, Sound; Wilmore's *Groundwork of Modern Geography* (Geo. Bell & Sons); Brooks's *Regional Geography of the World* (University of London Press); *Hundred Best French Poems* (Gowans); any simple book of French stories in parallel columns (Hachette); *Matriculation, French Course* (University Tutorial Press). Matriculation papers are published by University of London Press (Hodder & Stoughton). Some general reading in English Literature, including some Shakespeare, is necessary.

BOOKS RECEIVED

- The Worker and the State*. FRANK TILLYARD. Routledge. Cloth. 10s. 6d.
An Outline of Economics. Plebs League. 2s. 6d.
Workmen's Compensation in Great Britain. J. L. COHEN. Port Magazine. 6s.
English Critical Essays. Edited by EDMUND D. JONES. Milford, Oxford University Press. Cloth. 2s.
The Trend of History. WILLIAM KAY WALLACE. Macmillan. Cloth. 16s.
Two Men of Mendip. WALTER RAYMOND. Somerset Folk Press. Stiff paper. 2s.
The Third Book of the Great Musicians. PERCY A. SCHOLLES. Milford, Oxford University Press. Cloth. 5s.
England, A National Policy for Labour. HARRY ROBERTS. Labour Publishing Company. Paper. 1s.
The Fight for Peace. H. SPAULL. G. Bell & Sons. Limp cloth, 1s. 6d. Cloth, 2s.
Some Aspects of National Health Insurance. ALEXANDER GRAY. P. S. King. 2s.
Labour and Capital in Parliament. Labour Research Department. Labour Publishing Co. 1s.

FINGER POST NOTES

News and Notes from Districts and Branches

The Capital Levy

A highly successful week-end school was held by the Southern District on Saturday, February 10th, when from fifty to sixty students attended at Southampton University College to hear Mr. F. W. Cuthbertson, M.A., deliver two lectures on "The Project of a Capital Levy."

Throughout, Mr. Cuthbertson based his argument on the statements of opponents of the levy. Rejecting any contention not purely economic—since the moral case for a levy goes by default—he analysed the effects of different kinds of taxation on the national dividend, and then proceeded to show how war itself involves directly or indirectly, intended or otherwise, taxation that can fairly be described as regressive. That is, it impoverishes the poor and enriches the rich. Profiteering, high prices, and the lowering of the wage earners' purchasing power were inevitable economic effects of the war.

The lecturer's analysis of the use of bank-credits, of the contrast between tax finance and loan finance, of the connection between these and the general level of prices and the redistribution of the national dividend was specially helpful in establishing the justice of a levy on income earning power, i.e., on capital, as soon as possible after the conclusion of hostilities. Other rival proposals suggested by correspondents of *The Times* and *The Spectator* to meet the injustice of paying holders of war loan stock several times the real value originally subscribed were discussed, and were shown to be conformable in principle to a levy on capital.

Coming to the question of a levy proper, Mr. Cuthbertson showed first how a very high rate of taxation must prevail for years if no levy is made. Recent Budgets had been illegitimately balanced by the proceeds from surplus war stores; price levels were falling while the money total to be paid in interest on war loan remained stationary, resulting in a heavier rate of taxation, bad years were entering income tax assessments; while the E.P.D. was becoming a charge on the revenue.

The lecturer drew the conclusion that many who opposed a levy would favour it if they were satisfied that it would not recur, and that the relief to taxation were used to lighten the income tax. The recent funding agreement for the U.S.A. loan was cited as an expedient which involved confiscation of capital values. It was urged that any Government coming into power would be forced to adopt a similar measure for purely economic reasons. The proposal to fix loan interest in terms of commodity values, i.e. to make the rate vary with the index figure, was shown to be an indirect levy. The continued effect of high taxation was compared with the concentrated effect of the capital levy, both statistically and as regards the stimulation of restriction of production.

Mr. Cuthbertson, in dealing with a series of objections to the levy which he had culled from the correspondence columns of *The Times*, used the following brevities of speech to epitomise arguments: "The Nineteenth Century cannot return," "Spendthrifts always escape," "It is not capital but markets we need," "Our national assets don't need 50 per cent. of water, if the banks need it for collateral security so much the worse for the banks," "The tube subsidy and similar phenomena show that it is State credit that matters now," "A levy is one way of deflation."

Arising from the Estates Duty returns the lecturer pointed out how little of our present capital offered any serious difficulty in respect of valuation. Impeccable authorities had said that collection was not an insuperable problem. A statistical examination of the effect of the levy on the lower range of incomes showed that these would be increased by the levy and not decreased providing income tax rates were reduced.

The discussion seemed to show that the most difficult problems connected with the levy were not economic but psychological. The export of capital, a refusal on the part of the banks to give assistance in the enforcement of the levy, the development of a "passive resistance" attitude by the controllers of the financial mechanism and by the individuals levied, all these difficulties had to be seriously considered as possibly making the scheme inoperative.

It was clear from the questions asked that the school contained keen students of economics, and close attention was given to the two brilliant lectures.

A Nottingham Week-end

The W.E.T.U.C. Divisional Week-end School on February 10th and 11th, when the Hon. Bertrand Russell gave three lectures in the lecture theatre of the University College, Nottingham, on "The Problems of Industrial Civilisation," was a great success. Representatives of working-class movements from all over the District attended, over 500 being present at the opening lecture, and some 350 being able to stay for the whole period.

At the first—on Saturday afternoon—the lecturer drew attention to the terrible state in which the whole world was to-day and declared that European civilisation was in imminent danger of collapse. The main causes of this state of things

were the factions of industrialism and capitalism. This new force of industrialism was combining with two other forces, private property and nationalism, neither of which had any essential connection with industrialism—but they could not exist without it, and the combination of these things brought about capitalism and materialism which were the scourges of the modern world.

On Sunday morning and afternoon, Mr. Russell dealt with the question of nationalism as the greatest danger of the world. He suggested the only hope lay in the possible organisation of "blocks of nations" with America dominating and leading its own continent, Russia leading Asia (with the exception of Japan) and the whole of Europe (excluding Russia) dominating Africa and the Mediterranean. If we had a world of this sort it would be short of national ideals, but it would secure the vital step, for each block would be able to defend itself, but unable to attack, and the habit of war would die out. In the afternoon the lecturer expressed the opinion that Socialism would eventually be brought about, not by the methods adopted by the Communists and not by force, but through the channels of wisdom and free thinking.

Lectures at Burnley

The Burnley branch of the W.E.A. have arranged a series of Saturday evening lectures at the Mechanics' Institution. The first of these was delivered by Mr. Walter Howarth, M.A., who had a large audience for his address on "The Place of Literature in Education." Mr. Howarth maintained that poets were not rhymesters, they were seers, prophets, bards—the unacknowledged legislators of the world. It was Shelley, Wordsworth and Blake who gave England her elementary schools—not Mr. Gladstone. Laws were only the embodiment of the people's will. What made the people want the schools was the active consuming passion of Shelley for the downtrodden and ignorant: it was the imaginative genius of Wordsworth and Blake, who for the first time in history, only 100 years ago, saw the glory of childhood, its beauty, its charm, its divinity. It was the colossal genius of Coleridge who laid hold of the spirit forces of Germany and then poured them in deluges on his countrymen until materialism and dilettantism were swamped. It was the fiery, tumultuous energy of Carlyle, who lashed England till she had to pay heed to these things.

Adult Education and Society

The lecture given by the Archbishop of York on January 27th at King's College on "Adult Education and Society" was too late for report in the February HIGHWAY. In the course of a very interesting address, he laid down two propositions which demand the attention of the W.E.A. members. They were:—

(1) That adult education must be the centre of the whole educational system; it must be the goal on which all parts were made to converge. At present, he said, it was regarded mainly as a by-product of the system. Almost all the thought and the care about education was given to the education of the young. Education in the elementary school, in the secondary school, and in the University must be held together by one dominant question at every stage. How can the largest number of adult citizens become and continue to be educated men and women? If it was true that the great bulk of our people could not be so described, there must be something wrong in the whole system. We must face our failure, give the system a fresh review, and endeavour to find a remedy.

(2) That adult education being the end of the whole system, it could only be widely realised when it was widely desired. Opportunities were futile without interest. Education concerned the whole of human life, and its interests must be as wide and deep as the best capacities of which human life was possible.

On the question of elementary education, he said it was of the first importance to stimulate the child's curiosity and desire for self-expression. The Archbishop said his own theory was that in these schools there should be the smallest possible classes, the fewest possible subjects, and the best possible teachers. The tragedy of child mortality was not merely in the body, but in the mind and spirit.

His formula was that elementary education must stimulate, secondary education must develop, and the Universities and the Adult education authorities satisfy a desire to pursue truth, beauty and goodness, and to share in the deepest experience of the highest achievement of the human mind and the human spirit.

Scotland

At Paisley the class in English literature, under Dr. Merry was approved by the Education Authority, originally, as a half-course class of 12 lectures. The students proved very keen, and on an urgent request for an extension to 20 meetings being made to the Authority it was granted. There are now 34 on the roll.

Denied a class by the Education Authority the Arbroath Branch decided to run a monthly lecture course on study circle lines, the subject being "Citizenship." It has proved very successful, and it is hoped that next year the Authority will reward this educational enthusiasm by some practical support in the way of sanctioning a class. The Branch has been well supported by lecturers from Glasgow, Aberdeen, Brechin, Dundee, etc.

The Saturday afternoon lectures at the University of Glasgow

have been very successful. There have been three courses of four lectures each: "The Wonders of the Human Body," by Professor E. P. Cathcart; "From the Baltic to the Black Sea," by Rev. T. Hunter Boyd; "The Theory of the Modern State," by Professor A. D. Lindsay. The attendance on several occasions reached over 200, and the average is about 145. The fourth course, on "Scottish Education: Historical and Critical," by Mr. John Clark, M.A., Director of Education, Glasgow, is now being given. Professor Noel Paton, under whose direction several investigations into the diets of working-class families in Glasgow have been carried out, is likely to lecture on March 10th on the subject. The report on a recent investigation made the startling statement that the conditions under which the families concerned in the report lived were only paralleled by those in Vienna.

The third Scottish W.E.A. Summer School will be held at Woodbank, Dumfries, from July 14th to 28th. The programme is not yet completed, but copies of the prospectus will be sent when printed to any who apply to the Organizing Secretary, H. E. R. Highton, 22, Lochleven Road, Langside, Glasgow. After two years searching, a place, available for the last fortnight in July, which is the great holiday period for Scottish workers, has been got, and it is expected that this will attract a great many W.E.A. students who were unable to come to the previous schools.

The North-Western District

A meeting of the District Council was held on January 20th, when it was decided to support the adoption of the proposed amended Constitution. Although many of our Branches are finding it difficult to make ends meet the vote was almost unanimous. An especially gratifying feature was the feeling that—although Branches may find it hard to fulfil—a thorough recognition of the obligations to the Centre and District should be acknowledged, and a real attempt made to fulfil them.

Branches are realising that even if the financial clauses in the new constitution are fulfilled, the financial position of the District will still be serious, and some of the Branches are engaged in organising social activities at which a profit may reasonably be expected, the proceeds to go to the District funds. Amongst others may be mentioned Accrington, Atherton, Congleton, Farnworth, and Rochdale. The Wilmslow Class is preparing for a dramatic performance, and the Manchester Branch Dramatic Society is visiting Heywood to give a performance of Galsworthy's "The Eldest Son." In each case the proceeds will go to the District. This type of effort should be encouraged. Apart from the financial return, varying phases of W.E.A. activity are brought to the notice of a large number of people.

The Littleborough Branch arranged a delightful little week-end programme—January 27th-28th, 1923—which, in every respect, was an immense success. On the Saturday afternoon the psychology students met Dr. Olive Wheeler, the tutor, who demonstrated by several interesting experiments the testing of mentality. After the class several of the students had tea with Dr. Wheeler at the Co-operative Café. On Saturday evening and on Sunday also there were very pleasant social gatherings, which everyone enjoyed.

Two Week-end Schools

The W.E.T.U.C. (West Midland Division) have arranged a week-end school (March 24th-26th) at The Hall, Coleshill Park, near Water Orton. The lecture programme is "Literature and Progress." The West Midland District have also arranged an Easter School (March 31st to April 3rd), at the same place, with a lecture programme on "The State and the Individual in Industry." In each case the accommodation is for 45 students. Application forms may be had from Mr. E. J. Studd, The University, Birmingham.

There has been a large attendance at the three lectures given by Prof. C. W. Valentine at the University of Birmingham on "Industrial Psychology and Vocational Selection." The W.E.A. Playgoers' Club at Birmingham has a very interesting Spring programme, which includes readings of Greek plays and a performance of A. A. Milne's "The Romantic Age."

The University Joint Committee of Liverpool in conjunction with the District Committee are arranging a Summer School at the College, Chester, during the period July 28th to August 11th, 1923. Arrangements are being made for students to study the following subjects: Economics, Industrial History, Psychology, Local and Central Government, Geography, and Modern History. A prospectus of the School can be obtained from the Joint Secretary, Frank Garstang, 18, Colquitt Street, Liverpool.

A public and representative meeting is being held at Ashton-in-Makerfield, in the Free Library, on Monday, March 12th, at 7.30 p.m. for the purpose of forming a Branch of the Association. Professor His Honour Judge Thomas and Councillor A. Dodd, will be the speakers.

The Lancaster Branch has continued to arrange a course of popular lectures and they are being well attended. The One-year Class in Literature is also again a success.

In conjunction with the Warrington Free Library Committee the Warrington Branch has organised a course of three lectures in Zoology, by Mr. S. T. Burfield, B.A., M.Sc.

The Liverpool and Wallasey Elocution classes intend to produce Dickens' "A Tale of Two Cities," in the Balfour Institute, Liverpool, on Tuesday, the 10th April next. Members should secure their tickets early from the Secretaries.

THE HIGHWAY

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NOTE.—The W.E.A. is in no sense committed to opinions expressed in contributed articles or letters.

A Manchester Reception

The reception given annually to W.E.A. students in the North-Western District by the Vice-Chancellor and the Council of the University of Manchester took place on Saturday, February 10th. No less than 850 students availed themselves of the opportunity of gathering together for purposes of an educational and social nature. It is a fine sight to see the spacious Whitworth Hall completely filled, and we had this experience when Sir Henry Miers rose to welcome those present to the University. In his opening remarks he mentioned that the size of the gathering and its tendency to grow will create a problem in the near future. Sir Michael Sadler gave an inspiring address on "A Liberal Education," part of which we hope to print in our next issue. Two old friends of our movement, in Professors Weiss and Daniels, in moving a vote of thanks to Sir Michael, testified to the growth of the Tutorial Class Movement in this District. Visits were paid to various departments of the University, where members of the staff gave lectures and demonstrations on various subjects of interest to our students. Amongst the lecturers and demonstrators were: Professors Weiss and Lapworth, Dr. McSwiney and Messrs. Perry, Barker, Vernon, Thouless, Edwards and Kay. A very successful W.E.A. meeting, a performance of "Hiawatha's Wedding Feast," by the Macclesfield W.E.A. Choir, songs and dancing, completed a most enjoyable day. Members are especially indebted for the excellent arrangements to Mr. H. Pilkington Turner, External Registrar of the University and Vice-Chairman of the District.

North-Eastern District

The Classes arranged in the North Eastern District have now entered the second half of the session, and there is good ground for hoping that the attendance of students will be much better than last session, when attendance was seriously affected by the influenza epidemic which was rampant in the North of England. Several branches and classes have arranged for special lectures to be held during the session in addition to their ordinary class meetings. Most of these are lectures of University standard, and are open to the general public.

A special meeting of the Council was held in the Burt Hall, Newcastle, to consider Amendments to the proposals contained in the draft of the revised Constitution. Copies of the alterations contained in the draft were sent to each affiliated society and body 18 days before the special meeting of the Council, in order that full time might be given to each affiliated body to send in any amendment they deemed necessary. Up to the date of the special Council meeting, no amendments having been sent in, it only remained for the Council to adopt the revised Constitution as set out in the draft. This the meeting did unanimously.

Following the very great success which attended our Easter Week-end School last year when over 100 students went into residence at Hatfield and other Colleges in the University of Durham, it has been decided to hold the School again this Easter. The students will go into residence on the Thursday evening of Easter Week and stay until the evening of Easter Monday, thus making a four days' week-end possible to each student. Preliminary notice of the decision to hold the School has been given to the Classes, and as soon as possible circulars and prospectuses giving all the necessary particulars will be issued. The Vice-Chancellor of Durham University, Dr. Robinson, together with Dr. Jevons and other members of the University, have given us wholehearted support, and have agreed to assist in every way so as to ensure that the School shall be successful.

The Drama in Devonshire

Continuing their activities from last session when they produced "The Affected Misses" and scenes from "Tartuffe," by Molière, the Plymouth Dramatic Group have this year been producing One Act plays, and already have given three performances—twice for Adult School bodies and once for the Workhouse, Plymouth. A little dancing and singing was added on the last occasion and altogether an excellent evening's entertainment was provided for the Workhouse inmates and officials. Most appreciative thanks were rendered afterwards. Three other bookings have been accepted for February, including one for a Village Club, and after they have been filled, it is proposed to produce the whole of "Tartuffe" in costume. The intention is to secure engagements in the centres round about Plymouth and so make known the work of the movement.

Springing out of the One Year class on "Modern Humour," which is being taken so successfully by Dr. Peach, a Dramatic Group has been formed at Newton Abbot, and rehearsals have

been commenced of "The Importance of Being Earnest," and of a play by Dr. Peach himself. The plays are also being produced by Dr. Peach and two good performances are assured for May 2nd. Arrangements are being made for full publicity, and for a matinée as well as an evening performance.

The Creative Literature Class at Plymouth finishes on February 21st, and a Social Gathering is being arranged on February 28th so that members may have an opportunity of talking with the Tutor, Miss Willcocks, B.A., and also of discussing plans for next session. This course of lectures has been very interesting and has attracted a large number of students. The plan of the course has been to show the close connection which exists between modern philosophy and modern novels and plays.

Mr. W. G. Chinn has been appointed Chairman of the S.W. District, Mr. Hedley Artus, Vice-Chairman, and Mr. J. Pearce Jenkins, Hon. Treasurer. The Executive Committee was elected on a Federation basis and representatives on other Committees were appointed. The District W.E.A. now has its full machinery for developing and co-ordinating the work in the area.

London District

Our financial campaign is now in full swing. Attention is called to the following two efforts on behalf of London District funds as their success will depend upon general support being forthcoming from members in London.

A Whist Drive is being arranged by the Metropolitan for Friday, 13th April, at 7 p.m., at the National Sunday League Hall, Red Lion Square, W.C. 1.

The co-operation of any other London Branches would be welcomed, especially of any branch which, for any reason, may not be able to organise a money-making effort in their own area. Tickets, 2s. 6d. single, 4s. 6d. double (including refreshments). Will you help the movement by disposing of, say, six tickets? Tickets and full particulars may be obtained from the Secretary, Metropolitan Branch W.E.A., 16, Harpur Street, W.C. 1.

A Psychological Exhibition is being organised by the Morley College Tutorial Class in Psychology, and will be held at Morley College, on Saturday, April 28th, from 6.30 to 10 p.m. From 6.30 to 9 p.m., demonstrations of psychological experiments. Competitions in tests of different forms of ability; 30-minute lecture (with illustration) on tests that are being used in American schools and clinics, by Miss M. McFarlane, B.A. Admission, 1d., 2d. and 6d. From 9 to 10 there will be an entertainment by members of the class. Admission 6d. Refreshments will be obtainable from 6.30 to 9 p.m. Tickets, 1s., which must be bought in advance. Applications should be addressed to Miss D. M. J. Sutton, Morley College, S.E. 1, and should be made as soon as possible in order that some idea may be formed of the numbers to be catered for.



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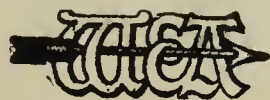
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A MONTHLY REVIEW OF ADULT EDUCATION
And the Journal of the Workers' Educational Association

VOL. XV., No. 7

APRIL, 1923

PRICE TWOPENCE

WORKERS' EDUCATION:

Achievements—Needs—Prospects

BY G. D. H. COLE.

I.

This is the first of a series of four articles in THE HIGHWAY, in which Mr. Cole proposes to discuss the problems of workers' education.

THE time has come, I feel, in the development of working-class education for those of us who have been active in the movement to take stock of our position. We have achieved something, and in the process we have learnt a great deal more. Our work, both in organising and in teaching, has been largely experimental. We have been trying to find out by actual experiment the best means both of creating and of meeting the demand. None of us pretends, I think, even now, to be satisfied with what has been done, or to be at all certain that we are working wholly on the right lines. If we have learnt much, we have much more still to learn.

The new situation which to-day makes a fresh stock-taking desirable is the expressed intention of the organised Labour movement to enter more actively into the work of adult education. Hitherto, apart from isolated ventures and a somewhat lukewarm general support, the great majority of the Trade Unions have stood practically aside. The Co-operative movement has long had its own educational schemes, with a financial backing still to seek in the Trade Union world; but until recently it has ploughed a lonely furrow, and its ideals of educational work have often been narrow and unsatisfying. Only the last few years have seen the growth of any general tendency designed to recognise adult education as an integral part of the task of the working-class movement as a whole.

Now, if the Trade Unions seriously mean to enter the educational field, and if we are at the beginning of a movement which will make educational work a recognised part of the activity of every *bona fide* working-class organisation, we must try to know where we stand, in order that the new developments may be rightly planned, and efficiently carried into operation. I cannot feel that either the Trades Union Congress, which has voted in favour of an educational scheme, or any of the bodies more particularly engaged in educational work, does know this clearly enough. Neither the Plebs League nor the Co-operative Union Education Committee, nor the National Council of Labour Colleges, nor the W.E.A. itself yet understands quite how big a job it has set out to tackle, or how best to set about the work.

The trouble, the lack of clear understanding, arises, I feel, not mainly from the issues which have long been the subject of controversy among the bodies concerned—though these, of course, enter into the case—but from quite different causes. The old cry of “education *versus* propaganda” is not the point I have principally

in mind, though I shall have to refer to it. The broad question that troubles me is whether all the bodies concerned without any exception, quite apart from the difference in their points of view, have not become used to far too narrow an idea of education and of educational method.

At the invitation of those responsible for the direction of THE HIGHWAY, I have set out to present in a series of articles nothing less than my vision of working-class education, and to relate it both to what has been done in this country and abroad, and to what can be done, now that the working-class movement is slowly beginning to realise its educational responsibilities. My vision, I well know, is imperfect and fragmentary: I am setting it down in black and white with a view rather to setting ideas to ferment than to the settling of problems about which we have hardly begun seriously to think.

Certain things I shall assume at the outset without staying to argue about them. The first is that the great working-class organisations of every type—the Trade Unions, the Co-operative Societies, and the Working Men's Clubs especially—have a direct responsibility, not merely for enrolling members and protecting their material interests as producers and consumers, and not merely for making plain to these members the narrower purposes of combination, but also and above all for giving every one of them the chance, as far as their collective resources allow, of getting both to understand the problems and to appreciate the beauties of the world in which they live. Education is concerned no less with appreciation and emotion than with intellectual understanding. The working-class bodies must give their members the chance not only to see life steadily, but to see it whole.

This, then, I shall assume, and I shall discuss not whether, but how, the working-class bodies ought to provide for the educational needs of their members. The two things go together. Our chance of developing an educational movement that shall be more than a hole and corner affair depends on the broadness of our survey, on our capacity to see widely as well as clearly. It is often said that education is dull, and educational discussion duller of all. There is truth in the accusation, and the truth measures our failure to see our mission in the right perspective.

My first point of all—and, in a sense, my main point throughout these articles—will be that our cardinal mistake is to identify education with one particular form of education. When we count our chickens, we almost

invariably total up the number of classes and the number of students attending them. We have come almost to identify education with the classroom and the edifying lecture. I shall have something to say concerning our actual ways of conducting our classes, and some criticism of the faith in lectures which prevails even in the W.E.A. But for the moment I am dealing, not with the methods by which we conduct our classes, but with our tendency to think of the one form of educational work as covering the whole field. We have constantly in our ranks those who press for a broader conception of our work; but how often have their criticisms in fact come to this—that we should try to run classes in a wider range of subjects—classes in history, science, music, art, drama, and so on? The idea is sound: the emphasis is wrong. What we need is not merely a broadening of the basis of our class work: it is also a widening of our methods to include other forms of education besides the class and the lecture.

In America, certain of the pioneering bodies engaged in adult education employ a useful distinction in speaking of their work. They distinguish between "class education" and "mass education." Lest misunderstandings should arise, I hasten to say that these terms have nothing whatever to do with the economic interpretations they may suggest to certain readers. "Class education" means simply the method of education through classes: "mass education" means a method, or a number of methods, by which much larger audiences are reached and interested. We have, of course, the two methods here. In addition to their classes, the various educational bodies run lectures, propaganda meetings, even sometimes dramatic societies, musical clubs and other auxiliaries by which they seek to get the ear of a larger public. But there has been, if I am right, a tendency rather to despise these "miscellaneous" activities, and to measure their worth almost wholly by their success in attracting recruits to the higher sphere of "class education."

This view, I feel, is wrong; and its wrongness will be plainly seen as soon as we address ourselves seriously to the wider task of meeting the educational needs of the working-class movement as a whole. This will involve, indeed, a great expansion in our class work. But we shall find, I think, that the working-class bodies are interested not only in attracting some of their members into classes and circles, or even in providing popular lectures for a larger minority, but in appealing in one way or another to every single member enrolled in them and to the families of all their members. We shall have immensely to widen our view of education if we set out really to meet the educational needs of the workers' movement.

The class is a limited and a limiting group. Even if it does its duty, and radiates its results outwards in the form of elementary classes taken by ex-students, and of increased vigour in every section of the working-class movement to which the class members belong, it is still very narrowly limited in its direct appeal. It is, moreover, apt to become a *limiting*, as well as a limited, group. Often a class turns in upon itself, and becomes engrossed in its own collective work at the expense of the wider movement it exists to serve. I have known classes which became in their outlook almost like close corporations, unwilling either to admit the "outsider" or to pass on their gains to others. Self-improvement as an end is no less dangerous an ideal for a group than for an individual. A closer connection of "class education" with "mass education"—of the work of the class with other forms of work carried on through a wider group—would do much to remove the limitations of the class method.

In the following articles, I shall be trying to work out this general idea, and certain others closely connected with it, in more definite and detailed form, applying them to the actual situation of the movement for working-class education in this country, and to its likely prospects of growth. I will indicate here in a few words the ground

I shall try to cover. I shall deal in my next article with the class movement and work closely related to it, such as Summer Schools and week-end schools. Then I shall turn to the residential colleges and to certain special types of work. Next, I shall deal with "mass education" and its prospects, especially in relation to the rôle of the great working-class organisations in educational development. Next, with the special problems of adolescent education; particularly among the junior members of Unions and Co-operative Societies. Lastly, with certain controversies among the educational bodies now at work, and with the practicable next steps towards a bigger and broader working-class educational movement. If this programme seems too ambitious, I can only say that all these matters must be thought about, and that no one else seems to be very anxious to tackle the job. They will be prompter, no doubt, in tearing my conclusions to pieces. So much the better. Thus is truth laid bare.

THE SPANISH MAIN

By George E. WILKINSON.

"**W**ESTWARD HO!" is a stirring novel about the old English seamen. We follow Amyas Leigh in his journey across the Atlantic, watch him fight against the Spaniards, peep into the palaces of the Spanish Grandees, witness a trial by the Inquisitors, get lost in the wilds of the Orinoco, help to release a slave band crossing the Isthmus of Panama, and come home to find Amyas' mother, God bless her, whose sole desire in life is to see the dear lad happily married.

That is a good story. It is "on the pictures."

I suggest that when you have read it you should read the following books:—

Froude's "English Seamen of the Sixteenth Century."
Raleigh's "Discovery of Guiana" (in Hakluyt's "Voyages," Vol. 7, Dent's Everyman Series).
Prescott's "Conquest of Peru."

"Discovery of Guiana" is a seaman's log. Raleigh explored the delta of the Orinoco when he was trying so desperately to find El Dorado, and afterwards he wrote down the details of his journey. Here you will find, as far as Raleigh could tell it, the plain unvarnished truth, although some of the things he tells us test our faith to breaking point.

"English Seamen of the Sixteenth Century" is based on the logs reproduced in Vol. 7 of Hakluyt's "Voyages," the most interesting of which is Raleigh's. Among these logs is Drake's description of his voyage round the world, Sir John Hawkins's account of his exciting and profitable slave trading with the Spanish settlers in the West Indies. Froude's book is a series of fascinating essays in which the rough notes of the seamen are improved into stirring narratives. The seamen thought of nothing but stating the fact. Froude supplies the motive and transforms those fiery dare-devil captains into political and religious zealots.

Prescott's "Conquest of Peru" describes how the Pizarros defeated the Peruvians and confiscated their wealth. It shows how the legend sprang up that some of the Incas, realising that all hopes of regaining their country were futile, escaped over the Andes, and, taking with them fabulous quantities of gold, silver and gems, sailed down the Amazon, crossed country and founded a town on the Orinoco, called Manoa, later to be known as El Dorado, the land of gold. When Amyas Leigh in "Westward Ho!" burns his boats and plunges into the forest with his crew, he is trying to do what every Elizabethan seaman wanted to do, that is find El Dorado. The actual description of the journey is largely a reproduction from "Discovery of Guiana."

You will notice how all these books are connected, how they all deal with the same material, and how one is a novel, another a log, another an essay, and another a history. Try then to answer this question. What is the difference between a novel, a log, a history, and an essay? Don't read a book about it. If you do not see

any differences there are none as far as you are concerned. Learn to value your own opinion.

Then ask yourself this question: "How far is Kingsley justified in his descriptions of the Roman Catholic movement?" and "How far is Kingsley right in his description of the wanderings of Amyas Leigh? Reflection will show you that a fairly reliable judgment can be made in question 2 but not in question 1. You will realise that it is not fair to form a conclusion merely on the opinion of a writer, opinion not based on evidence. It is wise to form a habit of differentiating what is true from what is merely conjecture.

After reading these books, you will have discovered (1) that the Elizabethan age was one of daring and yet of a singular simplicity, an age in which people refused to recognise any limits to possible achievement; (2) that English people have not a monopoly of courage and initiative; (3) that Peruvians were living in a high state of civilisation when England was merely a land of beer-drinking barbarians.

You may find that your interest is stimulated in the direction of sea adventure, exploration, nature (the wild life described in the wanderings of Amyas Leigh and in the pioneer adventure of Gonzalo Pizarro on the River Amazon is very attractive) in ancient civilisations, in the Age of Elizabeth. At this point the correspondence column of the HIGHWAY should be valuable, for all you need do is to ask for the names of books that will help you in your search. Let us assume that you have written to know the names of some really exciting books about the sea. I suggest:—

Stevenson's "Treasure Island," "Kidnapped," "Ebb Tide."
Jack London's "Sea Wolf" (a "blood").
Conrad's "Typhoon," "Nigger of the Narcissus."
J. C. Snaith's "The Sailor."
E. W. Poole's "The Harbour."
J. B. Conolly's "Head Winds."
Dane's "Three Years before the Mast."
H. Melville's "Omoo," "Typee," "Moby Dick."
Tobias Smollett's "Roderick Random."
Scott's "Tom Cringle's Log."

When you have read some of these, remember the remark of Dr. Samuel Johnson, "No man would be a sailor who could contrive to get himself into gaol." Ask yourself how it comes about that although most of these stories of the sea describe hardships, the general impression left on the mind is that a life on the sea is full of delight, that seasickness is rather a lark, and salt pork an agreeable change from roast beef. Perhaps you will discover for yourselves what the difference is between a "blood" and a novel.

By the time you have read these novels you may find the reading of some poems refreshing. Try some of the following:—

"The mariners sleep by the sea"	Margaret L. Woods in "Call of the Homeland."
"Where lies the land" ...	Arthur H. Clough.
"The Sea" ...	Byron, in "Childe Harold" (stanza 178).
"The Storm" ...	Byron, in "Don Juan" (canto 2).
"Salt Water Ballads" ...	John Masefield.
"Biography" ...	"
"Rime of the Ancient Mariner"	Coleridge.
"Gates of Damascus" ...	Flecker.
"Admirals All" ...	Newbolt.
"Meeting at Night" ...	Browning.
"Parting at Morning" ...	"
"The Captain stood at the Car-ronade" ...	Marryat.
"Pirates" ...	Noyes.
"The Bathing Boy" ...	Richard Middleton.

After you have read some of them, try to find if there is any difference between poetry and prose. Read the best description you can find of the Oxford and Cambridge Boat Race, and compare it with the race described in "Biography." Both aim at vivid description of reality. Well, which do you like the better? If Masefield achieves something that is absent in the other account, by what magic does he do it? If not, why do people make such a fuss about it?

Again, read "The mariners sleep by the sea" and the brilliant picture in Act I. of "The Atheist's Tragedy," by

Cyril Tourneur. Ask yourself what is present in these two poems that is not present, let us say, in "Captains Courageous" or in "Where the Pavement ends." Approach the study of poetry as you would approach "The Sea Hawk." Be natural. You need not dress for the occasion. Don't read poetry in a silk hat and with an umbrella, for the reading of poetry is a delight not a penance. If it will not stand the test of examination it is useless. My own difficulty is that, though I begin reading poetry as I would begin reading a novel, I cannot keep it up. I begin Canto 2 of "Don Juan." I grow more and more interested in the story just as I do when I read "Typhoon." But at the lines—

" 'Twas twilight, and the sunless day went down
Over the waste of waters "

I cease to be the same man. I become a part of something greater than myself. I am nature, the universe. It is with a shock that I resume my own humdrum personality when I have reached the end of this wonderful storm scene. And with the resumption of my old self I am conscious that the novels I read about the sea were not so good as the poems. I should like to say why, but a teacher can be too explanatory. Besides, the discovery is an adventure which I would not rob you of.

A YORKSHIRE RURAL SCHEME.

The March number of the *Yorkshire Bulletin* contains a very interesting and instructive account of the operation of the East Yorkshire Rural Extension Scheme inaugurated by the East Yorkshire Extension Committee three years ago. Under the scheme, educational work has been made possible in a great number of small towns and villages, and a strong and active organisation has been built up. This could not have been maintained on the small sums provided by the Board of Education, but voluntary grants have been provided by the East Yorkshire Committee, the Central W.E.A. office (out of moneys received from the Cassel trustees), and the East Riding County Council. These are the results of the Scheme as set out in the *Bulletin*:—

- (a) It has provided educational opportunities in a rural area almost as scattered as any in the country, with only about two really large and important centres at Hull and York. The area covered is from Richmond and Goathland in the north, to Scarborough and Bridlington in the East, and to North Cave in the south. The scheme has provided facilities unequalled perhaps by any other in operation at the present time.
- (b) It has endeavoured through the types of facilities offered to suit different kinds of people, and small as well as large places.
- (c) It has resulted in broadening the outlook of parents towards the education of their children, and in increasing their interest in Adult Education in general.
- (d) It has resulted in a growing development of citizenship, and has undoubtedly increased the interest of those attending the lectures in general public questions.
- (e) The scheme itself, without any extensive outside advertisement, has extended rapidly. The usual procedure is for one of the lecturers to commence a course in one village, with the result that people in another village near hear what is going on, and within a few days send in a request to the Sectional Council Office for a lecturer, usually stating the subject desired. In this way, the lectures advertise themselves to so great an extent that it is impossible with the present funds at our disposal to meet the whole of the demands that are made.
- (f) The Lectures and Classes held have, of course, been the most important, but not the only, part of the work. Considerable activity has been displayed in the organisation of social events—some purely local, others of a joint nature. Rallies have been held at Malton, at which representatives of the Centres within reasonable reach have been present. A number of week-end and holiday schools have been held at Castle Howard and Scarborough. Students from Tutorial Classes have attended the Summer School at Saltburn. In all these and other ways, intercourse between the members in the various centres has been encouraged. The result has not merely been to add to the strength and stability of the work. It has had an individual value which can hardly be measured.
- (g) Lastly, but not least, it has provided the opportunity for the Workers' Educational Association to spread a very effective organisation over the whole of the rural area. In the present session there are 23 Centres, 7 of which are full Branches of the W.E.A., bearing all the usual responsibilities of the Association.

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NOTES OF THE MONTH

THE attention of the Council of the W.E.A., which met at Harpur Street on Saturday, March 17th, was almost entirely occupied by the Draft Constitution, which has already been submitted to the Districts and affiliated organisations for their consideration. It was adopted, subject to certain minor amendments, and to one of considerable importance put forward by the Yorkshire District on the financial relations between Branches and Districts. The amendment is :—

"They [Local Branches] shall contribute to each District Authority such proportion of their subscription and donation from individual members and societies as the respective District Constitution shall provide for, except that a sum equivalent to 6d. per annum in respect of each individual member shall be paid through the District Office to the Central Council.

The new constitution will come into force in June, and will be printed in an early issue of THE HIGHWAY. It is accompanied by a re-statement of the aims of the W.E.A. which will be useful to all, but especially to those concerned in the formation of new branches.

* * * *

A certain amount of reorganisation at headquarters became necessary on the retirement of Mr. E. W. Wimble, whose great services to the W.E.A. were generously acknowledged by the Council. Mr. Wimble had already almost completed the arrangements for the transfer of the Book Room and of the business management of THE HIGHWAY to a separate company. The new company is to be known as "Students' Bookshops, Ltd." All the ordinary shares are held by the W.E.A., which thus retains complete control. This reorganisation has been facilitated by a loan in the form of debenture stock made by a friend of the W.E.A. Mr. C. W. Cragg has been appointed General Manager and Secretary of the Company, and Mr. Hosford Manager of the Central Book Room.

The other part of the work, which fell to Mr. Wimble as Financial Secretary, including the correspondence with District Secretaries, has been placed temporarily in the hands of Mr. W. Lowth. Mr. Lowth was an official of the Central Office before the war, and became London District Secretary for a short time when he left the army. He has since spent two years at Ruskin College, when he took the Oxford University diploma in economics and political science. The General Secretary, in referring to these changes, explained that it was thought advisable to hold over the question of the permanent appointment pending possible developments in the work of the Association. The Committee of the Executive appointed to consider the reorganisation of the Central Office still continues in existence and will report as early as possible.

The President, the Bishop of Manchester, sent regrets for his inability to be present at the meeting on account of his pressing engagements at this season. The chairman, Mr. Arthur Greenwood, M.P., was able to tell the Council that another absentee, Mr. R. H. Tawney, is making a rapid recovery to health and will shortly return to this country.

* * * *

HIGHWAY readers will remember that a small concession on the financial side of adult education was secured from the late President of the Board, Mr. H. A. L. Fisher, before he left office. He agreed that the operation of the now notorious Circular 1259 should be deferred for a year in so far as grants to Tutorial and One Year Classes are concerned. But as the matter stands at present, the threat of the gradual withdrawal of the Board's grant still stands. In the report presented by the General Secretary, Mr. J. M. Mactavish, to the Council, particulars were given of the representations made to Mr. Wood at the Board of Education recently. It is pointed out that the object of the Circular was to ensure that the Board should not contribute more than 50 per cent. of the cost of any form of higher education. Now the Local Education Authorities in 1921-22 spent about £9,000 on adult education work, the W.E.A. spent approximately £19,600, to which a further sum expended by the W.E.T.U.C. should be added. A considerable share of the cost of Tutorial Classes is met out of University funds. Thus, if the Board were to spend on W.E.A. work the £25,000, the approximate amount now allotted to adult education in the Board of Education budget, they would still not be paying more than 50 per cent. of the cost. Only a part of that sum is expended by the Board on W.E.A. classes, as it has to cover all forms of their aid to adult education. We hope, therefore, that there will be no decrease in the amount of public money devoted to our work, the social significance of which is admitted to be increasingly evident. Mr. Mactavish also reported that the President of the W.E.A. had written to the Board asking that whatever sum is allotted to Oxford and Cambridge Universities under the recommendations made by the Royal Commission, the £6,000 proposed as necessary for the expenditure of each University on extra-mural education should be forthcoming.

* * * *

We print this month the first of a series of four articles by Mr. G. D. H. Cole on different aspects of workers' education, which will be read with profound interest by those actively engaged in the work. In Fingerpost Notes there is a very instructive account of the success accomplished by our Association in East Yorkshire in overcoming the many obstacles to effective educational work in the villages.

* * * *

The period is approaching when W.E.A. students will have to make up their minds as to whether they can spend a week, or a fortnight, or even a month, on an intensive course at one of the summer schools. Particulars of some of the arrangements are given in Fingerpost Notes. A very important function of the Summer School, the training of students to be leaders of study circles and groups preparatory to the formation of full-fledged classes, is expressly provided for at Holybrook House. Here the numbers are strictly limited, and application has to be made at an early date.

Those who are preparing essays for the Highway competition announced last month are reminded that the last day for receiving them at 16, Harpur Street is April 15th. Every effort will be made to announce the result in the May number, but it may be necessary to defer it until June.

* * * *

The Ministry of Agriculture are offering, in accordance with Section 3 of the Corn Production (Repeal) Act, 1921, a certain number of scholarships for the sons and

daughters of agricultural workmen and other rural workers. Twenty scholarships at various Universities and at agricultural colleges are offered to students likely to profit by advanced teaching, maintenance grants up to £200 per annum being available. 150 scholarships to cover the cost of maintenance at certain agricultural Institutes are also offered. Forms of application (No. M/A Sc. 17) can be obtained from the Ministry of Agriculture, 10, Whitehall Place, S.W.1, and must be returned by May 14th, 1923. Full particulars have been sent to W.E.A. District Secretaries, who will advise intending applicants.

THE CONSTITUTION OF THE W.E.A.

By J. G. TREVENA.

AS the Constitution of the Association has now been revised and adopted, it may be interesting and useful to glance back at previous Constitutions and note some of the changes that have taken place. It would be too lengthy a task here, and perhaps not so interesting, to compare all the details of previous Constitutions, and it will be sufficient for our present purpose merely to look at "The Objects and Methods" which the Association has formulated and published from time to time as the basis of its activities.

The first Constitution was adopted by the Association (then known as "An Association to Promote the Higher Education of Working Men") at Oxford, in 1903, and in it the "Objects" were expressed as:—

To promote the higher education of working men, primarily by the extension of University teaching, also (a) by the assistance of all working-class efforts of a specifically educational character, and (b) by the development of an efficient school continuation system.

This statement of "Objects," with the prominence given to "extension of University teaching," makes it clear that in the beginning the Association was largely under the influence of the University Extension Movement, and the reference to the school continuation system, with its subservience to the "promotion of higher education of working men," brings out the fact that the Association had not then realised its mission of striving to better the national system of education as a whole, and as an end in itself.

However, these "Objects" were soon discovered to be inadequate, and in 1906 the division was made between "Objects" and "Methods," and they were then formulated as:—

OBJECT.—Its object shall be to promote the higher education of working men and women.

METHODS.—It shall, in its capacity as a co-ordinating federation of working class and educational interests, endeavour to fulfil its objects in the following principal ways:—

- (a) By arousing the interest of the workers in higher education, and
- (b) By enquiring into the needs and feelings of the workers in regard to education, and by representing them to the Board of Education, Universities, Local Education Authorities and educational institutions.
- (c) By providing (independently or otherwise) facilities for studies of interest to the workers, and
- (d) By publishing or arranging to publish literature.

Here it will be noticed that the term "women" has been included in the "Object," and this inclusion reflects the rise of the women's movement. Women, of course, had been included as members of the Association from the beginning; and so says Mr. Mansbridge, it was thought the term 'working men' would be recognised as in-

clusive of women, much as the preacher's term "brethren" in the chapels includes them. However, it was not so regarded, and the change was made. Also it will be noticed that the reference to the Universities is now very slight; and it is obvious that in the three years which have elapsed the Association has found its feet, and is now prepared to pursue its own way independently. Its methods are now stated in a businesslike and confident style, and the Association has even dared to announce itself as a publishing body!

Having thus obtained a clearer vision of its goal, and discovered the right lines of working, the 1906 Constitution served for nine years, until in 1915 the success and growth of the movement in district organisations made a further change necessary. The "Objects and Methods" were then defined as:—

OBJECTS.—Its objects shall be:—

- (a) To stimulate and to satisfy the demand of working men and women for education and
- (b) To work for a national system of education which shall ensure to all children, adolescents and adults such education as is essential for their complete development as individuals and as citizens.

METHODS.—(Much the same as in 1906 Constitution.)

Here the first object is more clearly defined, and a second object is introduced, and thus the Association was committed definitely to its work of striving to better the whole educational system in addition to its work of promoting adult education. So to speak, the child which was born at the beginning, but which had always been made to serve the interests of its more favoured brother, now came into its proper place, and claimed its share of the time, energies and affections of the movement. And this recognition, coming as it did just prior to the agitation in connection with the passing of the Education Act, 1918, and, in consequence, receiving almost exclusive attention from the Association for two years or so, the hitherto favoured child became jealous of its brother, and, in 1919, in turn asserted its claims for its due share of attention. Its friends were very much afraid that it might be disinherited. Happily, however, a reconciliation was made, and the two Objects are now firm friends!

The coming of age of the "Objects" is reflected in the new revised Constitution, 1923, and in it they stand out, stripped of all trimmings and supports, in plain and direct statements. Their features are now fashioned clear and bold:—

OBJECTS.—(a) To stimulate and to satisfy the demand of workers for education, and
(b) To work for a national system of education which shall provide for all children, adolescents and adults full opportunities for complete individual and social development.

The term "working men and women" has now been changed to "workers," and the Association will no longer "assist in ensuring . . . such education," etc., but will "work . . . to provide full opportunities," etc.

In this hasty glance backwards only a few of the main changes have been noted, but sufficient has been said, perhaps, to indicate the lines on which the Association has progressed since its inception in 1903.

How far the development of the W.E.T.U.C., which is now given executive powers in the Association, will affect the work of the movement, and so cause another change in the Constitution, it is, of course, impossible to say, but one may prophesy that the next change will arise from that development.

THE MUSIC CLASS

IT is not surprising that the greatest demand for the systematic teaching of music comes from the industrial North. Whatever virtues and gifts the South-countryman possesses he cannot pretend to rival

the average North-countryman, or for the matter of that the West-countryman in his native love of music. And perhaps no subject has been so maltreated in the ordinary schools as music. Those of us who received our education in the last century will remember the sterile lessons in pianoforte playing, divorced from any real understanding of what was played, and the equally barren instruction given in what used to be known as the "theory of music." We know now that what the ordinary man or woman wants is not to be able to play a few pieces on piano or violin or to sing solos to pianoforte accompaniment, but to have a musical education which will enable him or her to understand the form and the meaning of good music from the simple folk-song to the symphony and the opera, to be an intelligent listener and, if he has an executive gift, to take his part in chorus or orchestra. These things are not attained from studies which are limited to the performance of "pieces" or the grammar of musical notation. We want to be able to get from music, not merely the satisfaction of a vague emotional pleasure, which is what some people mean by their appreciation of music, but we want to be able to listen with the understanding as well, to understand the meaning and the use of each instrument in the orchestra, to grasp the form more thoroughly than the best analytical programme will enable us to do, to be able to read the score with a real comprehension before we hear a symphony or a quartette. In short, we want to listen to music with the ears of the musician for whom each note has its place and its meaning.

Now in this matter the W.E.A. can claim to have done really pioneer work. There were many people who said when the first Tutorial Classes in the Appreciation of Music were started that the subject was unsuited for working class students, who were not likely to have sufficient initial knowledge of the subject to be able to profit by a course approximating to a university standard. These critics had forgotten the strength of the working class element in the great choral societies of the North, and the general love of instrumental music. They said these things before Mr. Rutland Boughton had made the experiment of operatic production in Glastonbury. If England is to regain the place she held in musical Europe in the 17th century she must have a widely diffused knowledge of music. The organ has been one of the agents in destroying musical understanding by putting an end to the little orchestra, imperfect no doubt, which once filled the gallery in the churches of the country village, and gave to farm labourer and village shoemaker the opportunity of using his musical talent.

It was urged with some show of reason that the Tutorial Class, with its insistence on written work, was ill-suited to the study of music. Let it be granted that the method, the hour's lecture, the hour's discussion and the written paper, was not designed for the teaching of music, but it should not be so rigid as to be incapable of modification. There are certainly great difficulties, the chief one being that except in a few centres the opportunities of hearing good music are so few. They will be increased as the intelligent study of music becomes more diffused. It is useless to have a class in musical appreciation if there are no means at hand for hearing good music, and even no means of giving good musical illustration. A good pianoforte is essential; the services of a string quartette are desirable, and a good player-piano with an adequate supply of records would be a godsend to the class. Manchester is extremely favourably situated, for the students can study the works which are to be given at the Manchester concerts. The class there have studied as complete works Bach's Mass in B minor, Elgar's Apostles and Dream of Gerontius, Mozart's Magic Flute, and Verdi's Rigoletto. In nearly all the classes the second hour of the class is largely—and rightly—devoted to musical illustration as well as to "discussion." Blackpool was able to arrange for

illustrative performances by local singers, a choir, and an amateur string quartette. The result of the class in many cases is to lead the students to form groups for the private performance and study of the works under consideration in the class.

It may not be without interest to give the general outline of one successful three-year class. The first session was devoted to musical analysis, from the structure of a simple theme to that of an orchestral symphony; the development of musical styles, with illustrations from representative musical composers' filled the second session; the third was occupied with the principles of musical expression.

It seems to be taken for granted that essay-writing is absolutely required under the present regulations of the Tutorial Class. In the case of music it would appear that there should be some elasticity for the class in music. If the word essay is taken in the literal sense all is well. Do inspectors in fact insist that the essay should be written always in words? Is not an essay in music naturally written mainly in musical notation? It is so understood in some stages of the music course, necessarily in that dealing with the analysis of musical form.

BOOKS OF THE MONTH

Aeschylus in English

"THE ORESTEIA OF AESCHYLUS." Translated by R. C. TREVELYAN. The University Press of Liverpool. 4s. 6d.

IN any translation of poetry, something must inevitably be lost; and there are many poets who suffer so much in translation that nothing of any artistic importance can survive the process. But it may pretty safely be said, that the greater the poet, the greater the possibility of a tolerable translation; for a great poet, though he may lose as much as his lesser brother does, has still so much left that any version of ordinary competence should make it clear why his work is admired. No poet is greater than Aeschylus; and Mr. Trevelyan, from his readings of Sophocles, Theocritus and Lucretius, should by now be known as our most felicitous and faithful translator of the classics. As the Oresteia must be called one of the sacred books of Europe, and might be called the grandest monument of dramatic art in the world, and as Mr. Trevelyan has never been more felicitous in his English, nor more scrupulously faithful to his original, it might seem that there is nothing more to be said. This rendering of Greek poetry at its noblest is a book which no person who pretends to be cultivated can afford to ignore. If he knows no Greek, he should not miss reading it; if he does know Greek, he should not miss at least consulting it.

But there is something more to be said. It is often argued that, with the restriction of Greek studies, we must be content to derive our notion of the Greek spirit from translations; and against this it is often argued that while good translation can give us Greek thought, it cannot, or at any rate does not, give us that equally splendid achievement, Greek form. Now the complex and superbly designed form which adds a peculiar sublimity to the sublime stuff of Aeschylean drama, depends very largely, of course, on its metre; and this is determined by habits of speaking and hearing which are unknown in modern English. Yet it is precisely the successful reproduction of the subtle and massive rhythms of the choruses in recognisably equivalent English rhythms that sets Mr. Trevelyan's Oresteia above all other versions that have been attempted. It is, I think, anyhow above all others in the equivalence of its ideas and imagery. What Aeschylus meant his characters to feel and think, and to reveal to his audience, the reader may now be pretty sure he has before him, as far as it is possible to transfer this from ancient Greek to modern English; and the translation leaves it imperishably noble and lovely. But the reader may have for the first time an equal confidence that the actual

rhythmic mould into which Aeschylus poured his white hot inspiration is also now before him in all its main modulations. He can hear the intention of Aeschylus as well as understand it; and that must be, to feel those nameless and profound excitations which characterize the Athenian poet's creations. In other words, this version translates more of the essential Aeschylus than any other. The principles which govern the rhythms may not at first be apparent; but if the reader, with Mr. Trevelyan's "Introduction" to help him, will give due weight to natural enunciation, he will find himself in possession of the very shape which Aeschylus meant the sound of his words to assume; and that, in poetry, is as vital as logical meaning. The best we have had hitherto, in this sort of work, has been English form trying to seem Greek; now at last we have Greek form re-incarnate in English. Our only fear should be lest Mr. Trevelyan's unique equipment as a translator may distract him from the work he has still to do as a poet in his own right.

LASCELLES ABERCROMBIE.

A Plebs Text Book.

"AN OUTLINE OF ECONOMICS." The Plebs League, 1923. 2s. 6d. net.

This is the third volume of the series of text-books published for the use of classes run in connection with the National Council of Labour Colleges. The articles written by Mr. William McLaine in the *Plebs* provide the basis for the present work. We are told in the prefatory note that the articles have been revised by a committee, and consequently the book in its final form must be regarded as "a communal production." There are twelve chapters, each of which is sufficiently complete to form the substance of a lecture. The twelve chapters, curiously enough, fall into two main divisions. There are six which, with very slight modification, might be smuggled into one of the numerous introductions to Economics which are now on the market without arousing the suspicions of the average reader. These are the descriptive chapters, dealing with such topics as the flotation of companies, money, foreign exchange, banking, industrial crises and international trade. In these chapters a considerable amount of information will be found very clearly set out. It may be doubted, indeed, whether any other book of this compass and price provides so much useful detail on these subjects. The remaining six chapters, however, raise in differing degrees the question of interpretation. Here the distinction between the teaching of "orthodox" economists and the Marxists is constantly stressed. But this is not done with any acrimony. "All ways of looking at facts," it is asserted, "are fruitful of understanding." To look at them from different angles is certainly illuminating. Here we have an attempt to explain economic phenomena from the point of view of Marx's theory of value. The theory of marginal utility is declared to be inadequate.

Controversy between the exponents of these two opposing views bids fair to become the modern equivalent of the old theological wrangling about fixed fate and free will. The authors of this little book are by no means fanatical. One could instance examples of much more bitter "odium theologicum" in the writings of their opponents. But they cling quite tenaciously to the conception of surplus value, for they realise that the dynamic view of society which they hold depends upon it. "Value is created in production." It is *objective*. There are, however, important qualifications which have to be borne in mind when dealing with practical issues (p. 22). "Average socially necessary labour" is an abstraction which it is claimed assists to clear thinking. Does it? Can we reduce to order the complex details of economic experience by means of this conception? Is it a superior instrument to the conception of marginal utility? The authors of this book are inclined to say that if we lean towards the latter it is because we are committed, consciously or unconsciously, to the present economic system. We are seeking an explanation which insensibly becomes a justification for what exists. To which we can retort that they start with an assumption which is sometimes used to condemn what exists and always to demonstrate that the present system is transitory and must inevitably pass away. A truce to these mutual recriminations! "Marx," we are told, "was merely concerned with the way in which capitalist production worked, not with whether it was morally right or wrong" (p. 23). We can all unite in this enquiry, using and testing every general explanation offered to us. It is ultimately a question of finding a formula which will best reduce chaos to order. But it must always be remembered that the ethical considerations which we set aside in our laboratory must be counted upon in practice. "Economics is the basic science because it deals with first things," say our authors. But is not the economic world a mere segment of the whole of experience? They will probably say that economic factors are fundamental and that all institutions and ideas are purely expressions of them. But we are coming to an issue again!

J. F. REES.

"THE TREND OF HISTORY"—Origins of Twentieth Century Problems. By WILLIAM KAY WALLACE. Macmillan & Co. 16s. net.

Mr. Wallace is, apparently, a follower of Croce. We say "apparently" because the name of Croce is never actually mentioned, but Mr. Wallace takes up Croce's view when he states that "the function of history is primarily interpretative, and that historical interpretation means the selection of those relevant factors out of the mass of past events which stand in significant relation to the present moment." Into the discussion of this view we have no space to enter here; those readers of THE HIGHWAY who would like to see it, both defended and attacked with singular ability, will find in "History" for July and October, 1922, illuminating papers by Dr. Ernest Barker and Professor Pollard.

The purpose of this volume is, then, "to discover the trend of history, the process of social life, by tracing through the tangled maze we call the course of events the logical antecedents and co-efficients thereof," and this trend is the substitution for a purely political system of one mainly social and economic, only indirectly political, which may be termed "industrialism." Starting from the "Politico-Theistic" concept of "the State as held by supporters of State absolutism, such as Machiavelli and Bodin, Mr. Wallace traces the rise of the middle class, which reached the highest point of its power in the purely political nation state created by the French Revolution—a state which based both its internal economic life and its external relations with equally sovereign nation states upon the principle of competition. Mr. Wallace then shows the growth of the new "Politico-Economic" theory of the state, with the resultant merging of the individual into a personalised nation state with numberless non-political functions. The middle class then loses its predominance, and we see the rise of the proletariat, the development both of imperialism and of internationalism, and the emergence of the new concept of the State as primarily power.

There is nothing very new in this analysis, and its force would have gained both by rigid compression and by greater lucidity in abstract argument—there are pages that read like badly-translated German. The interest of the book lies mainly in some excellent chapters of plain historical narrative, especially those dealing with the Congress of Berlin and the origins of the Triple Alliance. Mr. Wallace has also some valuable remarks to offer on a number of isolated points, for instance, on the general influence of the middle class, the function of which he conceives to have been mainly negative, one of protesting rather than of constructing. He analyses with much insight the curious (and undeniable) bond linking the new proletariat to the new imperialism, and seen in the strange spell that Disraeli and his tradition exercised, and still exercise, over some elements of the English working class. There is also a skilful, if not altogether convincing, parallel between Karl Marx and Bismarck, as representing in its essentials the same theory of the State as power.

We must, however, express our dissent from Mr. Wallace in his interpretation of the causes of the American Revolution. He traces it mainly to the dissemination of French ideas as to individual rights, and loses sight altogether of the Puritan democratic tradition, carried via England from Geneva to America by the Pilgrim Fathers. The truth is, on the contrary, that the French Declaration of the Rights of Man, of 1789, is largely borrowed from the American Declaration of 1776, and that even the influence of Rousseau is essentially Genevan and Calvinistic in its origins. But to make French thought chiefly responsible for the American rebellion is largely to confuse cause and effect.

R. H. SOLTAU.

EUROPE IN THE MIDDLE AGES, by J. L. PLUNKET, M.A., Oxon. The Clarendon Press, Oxford. 4s. 6d.

Miss Plunket's subject is such a wide one, and the methods of treatment present so varied a choice, that it is best to judge the merits of the book from a general rather than a particular standpoint. Let us say at the outset that this writer has succeeded in covering her ground in a very skilful way, never giving the impression of overcrowding, and yet omitting little or nothing that is necessary to present a complete picture of the period.

Where everything is so well done it is, perhaps, invidious to select, but we must mention the chapters on Feudalism and Monasticism, Learning and Church Organization, and the Faith of the Middle Ages. In our opinion these three chapters are very valuable, because they will help to clear away many of the mental fogs which always seem to obscure the minds of students of all ages on these subjects. The book includes a useful bibliography and some well selected genealogies.

E. L. GUILFORD.

The Cambridge University Press announce that they are publishing almost immediately the first volume of the "Cambridge Ancient History." This work, which is to be in eight volumes, will give the history of Europe down to the victory of Constantine in A.D. 324. As this history cannot be understood without some knowledge of the ancient civilisations of Egypt and Western Asia, the first volume is partly concerned with these. Contributors to this volume are Prof. John L. Myres, Prof. R. A. Stewart Macalister, Dr. Cook, Dr. H. R. Hall, Mr. A. J. B. Wace, Prof. T. Eric Peet, Prof. S. H. Langton, Mr. R. Campbell Thompson, and Mr. Wace.

Settlements in Many Lands

"SETTLEMENTS AND THEIR OUTLOOK." An Account of the First International Conference of Settlements, Toynbee Hall, London, July, 1922. P. S. King and Son, Ltd. 2s. 6d.

Mr. Basil Yeaxlee has prepared this little volume for the International Conference of Settlements Continuation Committee, which is to arrange for another international meeting in 1925. It was right and natural that this first meeting for the exchange of experience of settlement workers in many countries should meet at Toynbee Hall. Many things have changed since the first group of University men met under Arnold Toynbee to establish contact between the Universities and the poorer working population of the East End of London. There has been in this country the great development of extra-mural teaching by the universities, and the parallel and allied development of educational facilities by the workers' organisations themselves. There was much discussion at the Conference of what is the proper work a settlement may still do, now that many tasks in connection with public welfare and education, untouched when the settlement movement began, have been tackled by the State and by competent *ad hoc* organisations. Settlement residents still take part in these activities, but the settlement organisations no longer direct them. One of the answers as regards this country was given by Mr. Arthur Greenwood, M.P., when he emphasised the importance of social local inquiry. "The workers," he said, "have a heritage common to all, and a special experience since the Industrial Revolution which might be valuable to society, but has never been utilised, because the people who know can say least. Settlements should gather groups of workers together for team work of this kind. . . . We want people who are disinterested, and who will dig about in their localities and get to understand the throbbing life there. If Settlements will do that they can drop their charity; they are not wanted to be kind to workpeople; they are wanted to help them to get justice."

The book gives a very interesting sketch of the varying character of Settlement activity in different countries. The institutions, however varied, have this in common, that they aim at creating a certain type of community life of which service is the governing motive. Miss Addams gives another aspect when she calls a Settlement a "centre of interpretation." The chapters on the Settlements established in the devastated provinces of France, and on the "outdoor" work achieved by American settlement workers in holiday camps and the like contain much new and interesting material.

Man and Morals

"MORALS AND THE EVOLUTION OF MAN," by MAX NORDAU. Translated by Marie A. Lewenz, M.A., Fellow of University College, London. Cassell & Co., Ltd. 10s. 6d.

It is doubtful whether the present book will add very much to Nordau's reputation. The serious student of ethics and philosophy may find some light reading in it, and some anecdotes and quotations.

Nordau is most scathing on the theologians and others who would make a Moral Absolute. This is "pure anthropomorphic superstition." He does not sufficiently, we think, consider how far ethics is bound up for the average man with religious ideas. It is true that ethics can be studied as an independent science, but in action it represents the practical side of what is termed religion. If this be rejected the individual will make of his ethic a religion. In dealing with the biological aspect of morality, Nordau gives an interesting account of the evolutionary growth of consciousness and of the powers of inhibition in the scale of creatures. But instead of giving us a psychotherapy of society—and he is never tired of insisting that morality is a social phenomenon—he turns to law, and discourses upon its relation to morality. Here he succeeds amply in showing that morality calls for social sympathy, and is much wider and more vital than any legal system is, or ever can be.

He vigorously denounces (and Nordau could do this!) the worship of the State, the setting of the State above morality, and the philosophy which is expressed in the cry "My country, right or wrong," which is, he urges, the negation of all morality. It is a "horrible phrase," a "wretched dictum," utterly opposed to real patriotism. Nordau was no lover of the State; and he considers that statesmen, having such terrible powers of "making peace and war" ought to be more strictly moral in their outlook than the average citizen. Behind all State arrangements are men. They are responsible. The State is not a person.

The waging of aggressive war is the supreme crime. It may be that we shall never eliminate it. "But," says Nordau, "it is one thing to assert the existence of a deplorable fact and quite another to glorify it." To bring religion and God into it is blasphemy. It is a foul and rotten thing in our civilisation, and we must invariably regard it as such. To praise it is an unspeakable crime against morality. He suggests that as humanity has abolished human sacrifice, slavery, blood feuds, head hunts, and cannibalism, so it will abolish war. This will be the next great advance in morality. It is difficult for many reasons, chiefly the ignorance, passion and suggestibility of the masses and also for another subtle reason, which we compliment Nordau upon recording, "That war itself is the most immoral

thing does not detract from the moral worth of those who are led and misled." The discipline, obedience, service of the individual soldier may be based on the most sublime idealism and ratified by his conscience.

Nordau discusses all these points, and many others, in a vigorous manner. At times the language of the translation strikes one as lacking in dignity. Words like "twaddle," "boggles," "muddle-headed fools," "bamboozled," whether due to Miss Lewenz or to Nordau himself, are examples of a style which is not dignified, and tends occasionally to mere shouting.

J. A. GUNN.

The Turk in Asia Minor.

"THE MARTYRDOM OF SMYRNA AND EASTERN CHRISTENDOM." A file of overwhelming evidence, denouncing the misdeeds of the Turks in Asia Minor, and showing their responsibility for the Horrors in Smyrna. Compiled and prefaced by DR. LYSIMACHOS OECONOMOS, lecturer in modern Greek and Byzantine History at King's College, London. (Geo. Allen & Unwin. 7s. 6d.)

The title of the book is a clear enough expression of the contents, namely an accumulation of the anti-Turkish testimonies of British and American newspaper correspondents and eye-witnesses. The preface tells us, somewhat naïvely, that "French and Italian testimonies have been put aside on account of an obvious partiality dictated by the foreign policies of France and Italy." Only one side is therefore presented, and that there is a Turkish side to the Smyrna question can scarcely be denied by the most ardent supporter of the "bag and baggage" policy. On the evidence here given it is difficult to doubt that another chapter has been added to the record of Turkish misdeeds; but the one clear fact which emerges from a welter of conflicting evidence and partisan arguments is that lies, massacres and atrocities cannot but result from the letting loose of a violent nationalism which is but the counterfeit of real patriotism.

R. H. S.

BOOKS RECEIVED

- The Capital Levy Explained.* HUGH DALTON. Labour Publishing Co. 1s.
Voice Production and Breathing. J. HUGH WILLIAMS. Pitman. 3s. 6d.
Literature of the World. W. L. RICHARDSON and JESSE M. OWEN. Ginn & Co. 10s. 6d.
Seven Ages. A GENTLEMAN WITH A DUSTER. Mills & Boon. 5s.
The Third Winter of Unemployment. J. J. ASTOR AND OTHERS. P. S. King. 6s.
A Short Description of Experimental Schools of Moscow. State Publishing Co., Moscow.
War or Peace. National School of Armaments. GILBERT SLATER. Pioneer Press. Paper, 6d.
Unemployment: A Study Syllabus. G. D. H. COLE. Labour Research Department. Paper, 6d.
First Year French for Adults. H. D. HARGREAVES. Harrap. Cloth, 1s. 6d.
The Glory of the Pharaohs. ARTHUR WEIGALL. Thornton Butterworth. Cloth, 15s. net.
A Practical Course in Intermediate English. EDWARD ALBERT. Harrap, 2s. 6d.
The Meaning of Meaning. C. K. OGDEN and I. A. RICHARDS. Kegan Paul. Cloth, 12s. 6d.
The Miners' Union of Northumberland and Durham. E. WELLBOURNE. Cambridge University Press. Cloth, 10s. 6d.
The Pageant of Nature—Part I. To be completed in 36 fortnightly parts. Editor, P. CHALMERS MITCHELL. Paper 1s. 3d.
St. Phocas and other Poems. A. M. P. DAWSON. Swarthmore Press. Cloth, 3s. 6d.
International Aspects of Unemployment. WATSON KIRKCONNELL. Allen & Unwin. Cloth, 10s. 6d.
War: Its Nature, Cause and Cure. G. LOWES DICKINSON. Allen & Unwin. Cloth, 10s. 6d.
Painted Windows. A GENTLEMAN WITH A DUSTER. Mills & Boon. Cloth, 2s. 6d.
A Comparison of British and American Foundry Practice. Refractory Sands. P. G. H. BOSWELL. Liverpool University Press. Paper, 4s. 6d.
Dryden and his Poetry. ALLARDYCE NICOLL. Harrap. Stiff paper. 1s. 6d.
The Philosophy of Settlements. HORACE FLEMING. Beechcroft Settlement. Paper, 6d.
What is Psychology? CHARLES A. HAYWARD. Allen & Unwin. Cloth, 7s. 6d.
The Mind of the "Spectator" under the Editorship of Addison and Steele. Canon C. S. STREATFIELD. Fisher Unwin. Cloth, 7s. 6d.

The Middlesex Higher Education Committee are offering a Scholarship open to women students in the Middlesex area and tenable for one year at the Beckenham Working Women's College. The education given at Beckenham is general and non-vocational. Information on the conditions under which the scholarship is offered can be obtained from the Principal of the College, Miss Street, 23, Rectory Road, Beckenham, Kent.

THE CAPITAL LEVY

FROM A CORRESPONDENT.

THERE is room for a plea that the supporters of the Capital Levy should set themselves to a detailed public exposition of their arguments, and of the statistical and other material upon which those arguments must largely rest. One very important part of that case must be the consideration of the yield which the Levy will give. There is fairly general agreement among supporters of the Labour Party scheme that the gross yield will be round about 3,000 million pounds. But the data on which this claim is made have not, so far as I am aware, been published. Of the net relief to the present tax burden there have been several estimates, but again none within my knowledge satisfactory in detail or in agreement on ultimate results. The pamphlet, "Labour and the War Debt," widely circulated by the Labour Party during the election, estimates a yield of 3,000 million pounds effecting a gross saving in annual interest charges of £150,000,000. It goes on to recognise the consequential effect of "a slight reduction in the yield of the income tax and death duties through the destruction . . . of . . . War Loan script," and it puts this in total at £35,000,000. On the other hand, Mr. Arthur Greenwood, in a letter to the *Observer* of December 24th, 1922, says that we should lose in income tax on the income from capital handed over in payment of war debt not exceeding £50,000,000 to £66,000,000 (I take it he includes in this figure the loss on super-tax yield also); and he goes on to say there would be a loss of "another much smaller sum in death duties on capital paid by way of levy, and in the loss and reduction of tax on incomes below £500." He adds: "But these losses we propose to make good by raising the rate of super-tax and death duties on very large incomes and estates." The disparity between these two estimates of net annual relief in tax burdens, of which the latter obviously takes fuller account of the factors than the former, is striking. Admittedly, the material for calculation on this point is, especially in these days, liable to fluctuation, and any statements about it must necessarily be subject to a considerable margin of error, but that points more strongly the need for careful and full statement. In order to test the reliability of the published material I have myself made an estimate, first, of the gross yield, and second, of the net relief to annual tax burdens on the basis of the Labour Party's scheme. That my object may be the better achieved, I propose to set them out here for general examination and criticism; they do not pretend to be more than a rough approximation to the probable truth.

SIR JOSIAH STAMP'S ESTIMATE.

The most authoritative estimate of the present amount and distribution of wealth in private hands known to me is that given by Sir Josiah Stamp ("Wealth and Taxable Capacity," p. 102). This estimate relates to June, 1919, and is based on the estimate for the same period given in the memoranda submitted by the Board of Inland Revenue to the Committee on Increases of Wealth (War), Cd. 594 of 1920. Sir Joshua Stamp's estimate includes certain wealth omitted by the Board of Inland Revenue as not relevant to the particular purpose of their estimate. The estimate is as follows:—

Millions of £ 4,555.	Fortunes in £ under 5,000.
	£
1,217 held by 169,040 persons to	10,000
2,202 " 138,460 " "	25,000
1,731 " 48,810 " "	50,000
1,432 " 20,570 " "	100,000
1,615 " 11,200 " "	250,000
1,020 " 2,971 " "	500,000
405 " 653 " "	750,000
195 " 230 " "	1,000,000
681 " 322 " over	1,000,000

Total 15,053 million pounds, of which 10,500 million pounds is held by 392,256 persons.

Prices had not reached the highest peak at June, 1919 but present values show considerable deflation even in comparison with those at that date. This is an important point, but I have preferred to make my calculations on the 1919 basis in order to determine a maximum limit. The present credit position is unstable, and, with a probable rise in values within a comparatively short period in view, this seems the prudent course. There is a further point. The estimate does not include increases in the value of furniture and residences in occupation over the 1914 value. But this element is not very large comparatively; in the Board of Inland Revenue's estimate it amounted to £320,000,000. The distributions of individual fortunes within the ranges of the estimate is not known, and so I have taken the arithmetical mean in each group, applied to it the Labour Party scale, and multiplied the result by the estimated number of fortunes in each group. The aggregated proceeds, on this method, amount to approximately £2,800 millions. Since the ranges of capital do not correspond exactly either in number or in points of division with the steps in the Labour Party scale, the calculation is obviously subject to some error; but having regard to the general distribution of fortunes, and the ranges within which the error can arise the total error cannot, I think, materially affect the accuracy of the result. Certainly, even on the basis of 1919 values, the produce of the Labour Party scale can hardly exceed £3,000 millions, and is likely to be appreciably below that figure.

THE TAX-PRODUCING FUND.

The gross relief in annual interest-bearing charges through the Capital Levy would, according to the foregoing estimate, amount to about £140,000,000 or £150,000,000 on the 1919 basis of values. But, of course, the Levy, by extinguishing war debt will reduce correspondingly the available tax-producing fund. It will do so at three principal points—(a) Income tax, (b) Super-tax, and (c) Death duties. It does not follow that the transfer of capital involved in the payment of the Levy will result in an identity between what is lost in income by those taxed and the interest charges on debt saved to the State. Those levied will pay, as far as possible, by a surrender of war loan securities, but there will certainly be a transfer of capital bearing a higher interest and the effect on ordinary direct taxation will depend upon the ultimate distribution of such transferred capital. The probability is, I think, that the redistribution involved by the Capital Levy will cause immediately a slightly greater loss than the income tax which the interest on the debt to be extinguished at present yields. At any rate, the loss will not be less than that amount. In ascertaining the loss to income tax, super tax and death duties I take the minimum yield of the Levy. This keeps the net yield at a maximum.

The loss to income tax is easily calculated. Since the Levy operates on the upper slices of income, the loss to income tax will be at the full rate of 5/- in the £, and the total loss will be £35,000,000. The loss to super-tax and death duties is more difficult to measure. For the former I have assumed an average rate of yield on capital values (market basis) of 7 per cent., and grouped the resulting incomes in ranges corresponding to Dr. Stamp's ranges of capital. I have then calculated the loss on these incomes due to the Capital Levy, allowing 5 per cent. on the capital transferred. Taking these income losses as upper slices of income I have next calculated the loss to super tax according to the steps of the scale within which the lost income falls. The result gives an aggregate loss to super tax revenue of approximately £27,500,000 on the 1919 basis of values. Hence the total loss of income tax and super tax revenue is on my estimate £62,500,000 on the 1919 basis, an amount which does not agree badly with Mr. Greenwood's calculation of a maximum loss on this account of between £50,000,000 and £66,000,000. The 7 per cent. average yield on market values of capital which I have taken to get my income ranges is probably approximately right for 1919. It would be too high, however, at the present time. A representative sample of 432 securities of all kinds shows an average yield at the end of 1922 of 5½ per cent., approximately. The loss on the yield of death duties is still more difficult to estimate. Experts are not agreed on the multiplier which will give the total fortunes held by the living from those passing at death in any year; indeed, the probability is that the multiplier itself changes appreciably with time. The difficulty is increased when an attempt is made to estimate the number of fortunes passing at death in each range of capital. I have adopted what, after checking the yield would give, it with the actual yield from death duties, seems to be a reasonably accurate multiplier of between 30 and 35, and have applied this uniformly to each range of capital. I have then calculated the difference between the yield from such fortunes (a) assuming no capital levy, and (b) assuming the reduction which the Labour Party Levy would impose. The difference gives a loss of £20,000,000 approximately on the 1919 basis of values.

RELIEF TO TAXATION.

Summing up, then, the results of my calculations, I get an estimated maximum produce of £3,000 millions on the 1919 basis of values, with a probable produce of something nearer £2,800 millions, and in relief to

annual taxation I get a maximum of £150,000,000 - £82,500,000 = £67,500,000, and a probable relief of £140,000,000 - £82,500,000 = £57,500,000. In the calculations I have made no allowance for the loss due to the proposed readjustment of income tax on incomes below the £500 level. This readjustment should not come into the calculation. It stands in the same category as relief given to payers of indirect taxation, and should really only be considered when the question of redistributing the ordinary tax burden is discussed. The two questions are, of course, intimately related, but it makes for clarity, I think, to discuss them separately. There is, however, one further element which has been omitted from the calculation. During the current financial year the Sinking Fund to amortise the war debt has been suspended. Sound finance requires that its operation should be resumed very soon. A capital levy, however, yielding round about £2,800 millions to £3,000 millions will reduce the Sinking Fund charge. If that charge be taken at 1 per cent., the saving would be in the neighbourhood of £30,000,000 to begin with. This, added to the net relief estimated above, gives a total annual relief of between, say, £86,000,000 and £96,000,000.

There are two other points on which I should like to comment. The foregoing estimate assumes no material loss in assessment and collection. This is hardly a warrantable assumption. That both assessment and collection can in the main be carried out effectively is probably true. But having regard to the difficulties of assessing certain private businesses, and annuities and reversions, and of collecting where assets are not liquid, a certain amount of leakage, hard to estimate, but surely substantial, would inevitably occur. This impairs the prospect of £2,800 millions or £3,000 millions being realised. It is true that it reduces, too, the loss through extinction of taxable income, but the net result is to reduce the total annual relief to taxpayers. The other point relates to Mr. Greenwood's proposal to recover the loss through the extinction of taxable income and taxable capital "by raising the rate of super-tax and death duties on very large incomes and estates." I do not gather that he proposes to make good the whole loss in this way, but I calculate that to make good the loss on super tax by increasing the super tax rates would involve an increase in the *average* rate on incomes affected by the capital levy of 75 per cent. (after they were so affected, of course); and to make good the loss from estate duties by increasing the estate duty rates, an increase in the average rate on fortunes affected by the capital levy of 83 per cent. If the increases were to be imposed only or progressively on the larger incomes and estates the respective increases in the upper ranges of the rates would, of course, be higher.

SOME LITERATURE ON THE CAPITAL LEVY.

- A LEVY ON CAPITAL. 3rd edition. By F. W. PETHICK LAWRENCE. Allen & Unwin, Ltd. 2s. 6d.
 A CAPITAL LEVY, Etc. By Prof. A. C. PIGOU. World of To-day series. Oxford Press. 2s. 6d.
 WEALTH AND TAXABLE CAPACITY. By Sir J. C. STAMP. P. S. King. 10s. 6d.
 FUNDAMENTAL PRINCIPLES OF TAXATION. By Sir J. C. STAMP. MacMillan. 10s. 6d.
 BRITISH INCOMES AND PROPERTY. 2nd edition. By Sir J. C. STAMP. P. S. King. 12s. 6d.
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THE LABOUR PARTY AND FINANCE. By A. GREENWOOD, M.P. *Observer*, 24th December, 1922.

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THE CAPITAL LEVY EXPLAINED. By HUGH DALTON (Labour Publishing Co. Paper 1s.) has appeared since this article was written.

EDUCATION AND INTERNATIONAL GOODWILL

By F. MELIAN STAWELL.

SURELY one of the best ways for promoting good fellowship between the nations of the world must lie in the education that deserves the name of "liberal." Matthew Arnold spoke of "culture" long ago as the knowledge of the best that had been thought and done in the world, and therefore as the knowledge of the human spirit throughout its history. And the more we study either history itself or religion or art or literature or science, if only we study them in a manner worthy of their breadth, the more we realise that this spirit is both one and diverse.

Nations find their justification in this diversity, but they lose it if they sin against the unity. They are the nursing-places for different types of culture, and to that end segregation of race is doubtless necessary, but nevertheless all types best prove their sanity if they can be recognised by the human spirit at large. The Jews gave two great religions to the Western World, the religion of the Old Testament and the religion of the New, facts persistently ignored by Anti-Semitic "Christians." But they were never so great as when they burst the bonds of narrow Judaism, when the author of "Jonah," for example pleaded for Assyria, or the author of "Ruth" for the daughters-in-law who were alien but true of heart, when Paul of Tarsus turned to the Gentiles, and Paul's Master resolved to draw all men to himself.

Again, the typical religion of the East, Buddhism, derives not from the East alone or chiefly, but from the influence of an Aryan Westerner, Sakyamuni, the prince known as the Buddha. And to-day, let any reader who cares for mysticism take up the sayings of Lao-tse, the contemporary of Confucius, writing in China five hundred years before Christ, and he will recognise, and revere a leader. Constantly we quote the lines "O East is East and West is West and never the twain shall meet," but we seldom finish the quotation. Even the Imperialist Kipling went on—"But there is neither East nor West, border, nor breed, nor birth,

When two strong men stand face to face, though they come from the ends of the earth."

What is true of the strong man is true of the strong spirit.

The Chinese pictures in the British Museum illustrate this to the full. There are no Western artists who have painted flowers with a spirit so truly Wordsworthian in its realisation of "the breathing balm . . . the silence and the calm of mute insensate things."

The present leaders of painting in Europe, the French, have not hesitated to learn from ancient China and Japan. And herein they have only repeated the experience of ages. Classical Greece learnt from Egypt.

Rome learnt from classical Greece. In the Middle Ages French builders inspired Italian on the one hand and English on the other. And after the Renaissance it was the Italian tradition in painting that stimulated both French and Spanish art.

The tale is even more remarkable in literature and in science. The foundations of our intellectual life are bound up with the common inheritance received by all of us from Greece, Rome and Judæa, and Europe has never done finer things than when her children have co-operated in developing that legacy. Chaucer, the father of English poetry, is a famous instance of a true national poet who trained himself by the study of foreign models; the French writers and the Italian Dante were his acknowledged masters. And Dante's own superb style was formed through his love of Virgil.

The Frenchman Calvin, the German Luther, the Dutchman Erasmus, co-operated with the English reformers in that independent yet sympathetic study of the past which could set human thought free for the future. Draw nearer to our own times, and consider how the whole political outlook of Europe was changed by the revival of the Republican faith, dormant since the early days of Greece and Rome, and its brilliant expansion in the writings of Rousseau, a man Swiss by nationality and French by paternal descent.

To Rousseau, moreover, citizen of a tiny state, is due more than to any one man the initial impulse of the "Romantic Revival," the return to nature, the desire for warm and deep emotion. No influence could be stronger than his influence except that of his rival and contemporary Voltaire. And to Voltaire and Rousseau between them how much does not Germany owe for her own awakening from the lethargy left by the disastrous Thirty Years' War? Then, in its turn, Germany's outburst of thought and poetry towards the end of the eighteenth century and the opening of the nineteenth has influenced all thought that has followed, nor can any bounds be set to its influence in the future. That France and Germany should be enemies now means a hideous defiance between two spirits plainly and imperatively needed for the complete development of man.

That science lives by co-operation hardly requires illustration. Newton's generalisation about gravity would have been impossible without the previous work of the German Kepler or the measurements made in his lifetime by the Frenchman Picard. And on Newton's work, revised and modified by later observations, is based the theory of the German Einstein, a theory that excites, and deservedly, such intense interest to-day. The whole fabric of modern medicine again is a structure raised by co-operation, from the early days when a Belgian and a Spaniard inspired the Italian school and the Italian school the Englishman Harvey, on to our own generation when the foundations for the theory of microbes and their significance in disease were laid by the work of Lister, Pasteur and Koch.

"HIGHWAY" QUERIES AND CORRESPONDENCE

The Ford Experiment

To the Editor of "THE HIGHWAY."

DEAR SIR, In the last issue of HIGHWAY, Mr. Dakyns, in and attractive but superficial contrast between the respective outlooks of J. M. Keynes and Henry Ford, does less than justice to Mr. Keynes and more than justice to Mr. Ford.

First of all, I imagine that Keynes would entirely agree with the principles on which Ford has worked in his own industry. If such principles were applicable to every industry, then there would be little fear of population outstripping the means of subsistence. In fact, however, land is limited in quantity and there is no ultimate escape from the operation of the law of diminishing returns. Inventiveness can only postpone, it cannot permanently avert, the operation of that law. Take in conjunction with this the fact that at the present rate of increase of the population of Great Britain it will be necessary for our industries every year to find employment for a net addition of 250,000 workers.

Keynes, in face of these facts, wishes "to substitute schemes

conceived by the mind in place of the undesigned outcome of instinct and individual advantage playing within the pattern existing institutions." Mr. Dakyns, however, suggests that "faith, reinforced by works is possibly as good a guide to future action as reason."

These quotations illustrate two fundamentally opposed attitudes striving for mastery in contemporary society—the conflict between the rationalist and the pragmatist outlooks. For three years economists have conclusively proved that Europe could speedily be restored to order if the nations would adopt measures dictated by reason and allow nationalist passions to be subordinated to economic facts; if geographical rather than nationalist boundaries were the guiding factor in forming an economic unit; if sound reasoning on international trade displaced fallacious analogies between the relations of individual and of national creditors and debtors; if the conclusive reasons for currency devaluation were allowed precedence over the sentimental preferences for trying to restore pre-war parities; and, above all, if present and future policy were shaped by social and economic advantages of turning our backs on past feuds rather than by blind instincts of hatred and revenge.

I do not suggest that Mr. Dakyns disagrees with the reasoned conclusions of economists on most of these matters. But I do maintain that the grounds on which he bases his strictures on Keynes and his approval of Ford are similar to those on which are based the actions of the peace-wrecking elements in Europe to-day. Once you attempt to justify the dethronement of reason as the basis of human action, and its replacement by the irrational forces of human nature—call them instinct, impulse, faith (with Mr. Dakyns), or what you will—there is no saying what the consequences will be. There is good reason to believe that the present decay in European civilisation is in no small measure due to this laudation of instinct above reason which so far has been the fashionable philosophy of the twentieth century.

30, Hinton Avenue,
Cambridge.

Yours faithfully,

E. F. PENROSE.

24th February, 1923.

The Capital Levy.

To the Editor of "THE HIGHWAY."

DEAR EDITOR,—I would like to suggest the following question for discussion to readers of this column: Would the capital levy remove a burden from industry? As is well known, this is one of the principal arguments used in its support. (See the Labour Party's election manifesto, p. 7.) The huge war debt, it is maintained, necessitates a high level of taxation. High taxation, it is generally admitted, discourages saving and hampers pro-

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duction. If the debt were wiped out by a capital levy, the immediate reduction in taxation which it would make possible would confer an immense benefit on industry.

Now, in my opinion, this argument contains a fallacy, due to a failure to distinguish clearly between *repudiation* of the debt, and *repayment* of the debt. The above argument is only true, I maintain, in the case of repudiation. If the debt were repudiated, the producing classes would no longer be compelled to hand over annually to the holders of war loan a certain proportion of the fruits of their industry. As far as they were concerned the gain would be immediate, and would not be offset by any loss. But the capital levy is not a scheme of repudiation. It is a method by which the holders of the war loan are to be paid in full. And this is to be done by transferring to them a proportion of the capital in the possession of the producing classes. Now, this method would extinguish the debt *as far as the Government is concerned*, but what about the taxpayer? Would he benefit? It will be said that he gains through reduced taxation. But against this must be reckoned the loss of income which he suffers through the sacrifice of part of his capital. The reduction in taxation is not all pure gain as it was in the case of repudiation. If, to take an old illustration of Ricardo's, a man has a capital of £10,000 bringing him in an income of £500, out of which he has to pay annually £100 in taxation towards the interest on the National Debt, then his net income is only £400. If he is obliged to pay a levy of £2,000 in order to wipe out the debt, he saves the £100 which he formerly paid in taxation, but he loses the income of £100 which he would have gained from his £2,000 capital. He is in no way better off than he was before. But if this is true, what benefit would industry derive from a levy, and in what way would it encourage the taxpayer to produce more and to save more?

The fact is that a capital levy extinguishes the debt in appearance only. It removes the burden of the debt from the Government and fixes it securely on the shoulders of the taxpayer. The only result of the levy is to turn the creditor of the Government into the direct creditor of the taxpayer or make him successor to part of his property. It leaves the situation, in essentials, unaltered. The debt is not wiped out, simply because the Government has ceased to act as intermediary between the public creditor and the taxpayer. The latter still continues to pay in interest what formerly he paid in taxation, and the public creditor still remains in enjoyment of his assured income. The burden on industry has not been removed. It has merely been camouflaged.

Yours sincerely,

Aberdeen, March 15th.

ARTHUR BIRNIE.

W.E.A. Play Society

To the Editor of "THE HIGHWAY."

DEAR SIR,—I was much interested in an article in your February issue of THE HIGHWAY by J. H. Langridge, "A W.E.A. Society."

In reference to his query: "What other W.E.A. branches are doing throughout the country?" I should like to make it known that the Edinburgh branch of the W.E.A. has also a Drama Study Class, and that this Class at the end of last session produced under the direction of Mrs. Morley Fletcher (Class Lecturer), Bernard Shaw's play "Androcles and the Lion." Following this production a Dramatic Club was formed by members of the Class and which produced in a few weeks' time the two plays "Muddle Annie" by Harold Chapin, and "Ilda's Honourable" by Gertrude Robins, also Reginald Arkell's play "Columbine," the latter for The League of Nations (Edinburgh branch), who have asked the Club to give another performance on a larger scale for them this summer.

Since then we have produced "Campbell of Kilmhor" by J. A. Fergusson, and "The Shadow of the Glen" by J. M. Synge (Programme and one Press notice enclosed).

On 24th inst. we are producing "Nocturne" by A. P. Wharton, and "Op O' Me Thumb" by F. Fenn and R. Pryce, and on 7th April "Caste," by T. W. Robertson.

Early in the coming autumn we are producing an Ibsen play.

It is always interesting to hear what other branches of the W.E.A. are doing towards furthering a National interest in the Drama.

Yours faithfully,

4, Plewlands Gardens,
Edinburgh.

D. R. HARVEY,
(Producer for the Club).

Education of Working Women

To the Editor of THE HIGHWAY.

DEAR EDITOR.—I heartily agree with Mrs. Wootton that the present proportion of women students in tutorial classes is unsatisfactory, and that not only the women but the classes themselves suffer from this lack of the contribution of "the silent minority." I would go further and say that the whole field of adult education, including the intra-mural work of Universities, will have to wait for its full development until women are everywhere and in every way given equal opportunities, and can therefore contribute in a corresponding degree with men.

But it is upon this very contention that the Adult Education Committee's Report is based, and it would be a pity if your readers should gather from Mrs. Wootton's review the impression that the Report contains little beyond certain depressing refer-

ences to women in tutorial classes. It is true that a few paragraphs are devoted to this part of the subject, and these contain the results of a special enquiry addressed to tutorial class tutors so that the conclusions reached are at least based on evidence and not made up by the Committee out of its own head. But the whole of the rest of the Report consists of a survey of the other parts of the subject, and constructive suggestions are made with a view to improving the whole position and opportunity of women students and so reacting upon the tutorial classes themselves.

These suggestions cover, it is true, certain parts of the field which are not the primary concern of the W.E.A., such as work in girls' clubs and informal education such as that undertaken by the women's institutes and by the adult schools. But the Committee were of the opinion that these humbler and less formal activities were a necessary preparation and recruiting ground for more advanced students, and they were prepared to advocate the granting of State aid to such preparatory work. Even in referring to the University Extension method they are careful to add the words "fully carried out," explaining that what they have in mind is by no means "passive attendance at miscellaneous lectures," but a real preparation and encouragement for more concentrated work in the future. And the future of the working woman student, in their view, contains full opportunities for study "of an advanced character throughout," at working women's colleges and at the Universities.

The truth is that women in adult education are to-day in a position not unlike that of women in University education fifty years ago, and we need a great deal of pioneer work of all kinds, work which surely should be watched and encouraged by a pioneer movement such as the W.E.A. In adult education anything like a lofty or exclusive attitude is fatal. And I do not think that the present deplorable state of inequality in the W.E.A. itself will be overcome merely by "patience and a more general recognition" of the position.

Yours sincerely,

PHOEBE M. WATERS,

Member of the Adult Education Committee.
Secretary, Working Women's College Council.

14, Doughty Street, W.C. 1, March 17th.

REPTON: A REMINISCENCE.

REPTON SUMMER SCHOOLS, 1921 & 1922.

Very worn and grey is the stone, old and crumbling the archway, the place where ghosts of memories lurk, flashing upon one suddenly, plunging the soul into the grey, reverent past, to float slowly on lulled by the humming of insects, the glare of the sun over the wide-stretching playing field, and the quiet coolness of the shadows. Is there anyone, I wonder, who would understand them as I do—those grey buildings, the door of the library, from which the hissing came when one passed it late at night, the tall old elms and the river, more like a moat, slow moving, almost stagnant, all instinct with personality? Further on through the fields the stream runs bright and sparkling, shallow over a bed of pebbles, to where the kingfishers dart, flashes of bright colour in the sun, and there one may lie in peace for hours watching the wisps of clouds in the deep dome of sky.

The long, straggling village would be sleepy, were it not for the passing cars. Perhaps they, after all, only give a superficial life to the place; its peace and quiet is buried deep in its soul, its sleepiness and languidness, to the mediæval times when monks or nuns were there, so long before these dusty cars came to visit the antique buildings. Beyond the village is the lake surrounded by its tall rushes, the long sweeping hills. . . . Surely you can remember them, even the very wind that tossed our hair and made us laugh for joy of life.

One night I dreamed a dream. The school was still the same, but monks and nuns walked slowly through the paths; the time was holy, no sound but of the birds disturbing the sanctity of the hours, slow-moving, gliding by upon the stream, not overgrown but clear and running free. And then quiet music came, stealing, creeping as through clouds incomparably bright, music so clear and high, yet soft "as petals from blown roses on the grass," it grew larger, swelling as a bubble until it burst, pure sopranos, rich basses, the deep, shaking swell of an organ. I could see hooded monks, I could see joy and beauty, my soul was carried to an ecstasy, gently the music fell to a pianissimo, quivering to a tingling silence.

Its romance is but a memory now. Never again the old faces, the old songs, the teas, the suppers, the concerts, the midnight feasts. Do they all haunt the long corridors, the dusty studies, the dormitories? Past all the glamour now.

COLIN DE CAYEAUX.

An offer from Illinois.

The Social Research Club of Illinois Wesleyan University Bloomington, Illinois, U.S.A., invites inquiries from European students relative to American problems, institutions, opinions and customs. The Social Research Club cannot guarantee satisfaction, particularly if the question be highly technical, or one which has not yet been made the subject of scientific investigation or journalistic comment. The students of the Social Research Club hope that this offer may meet the need of many European students, and they welcome the associations which the correspondence will bring to them.

FINGER POST NOTES

News and Notes from Districts and Branches

W.E.A. Summer Schools

The preliminary notice of the Summer Schools has now been issued by the Summer Schools Sub-Committee of the Central Joint Advisory Committee on Tutorial Classes, 16, Harpur Street, London, W.C.1. Intending students should apply for full particulars of each school to their District Secretary.

The following are the dates fixed and the addresses to which application should be made:—

BANGOR. July 7th—August 25th. Organising Secretary, W.E.A. College, Oxford Road, Manchester.

BRISTOL. August 3rd—August 17th. W. R. Straker, 27, Morgan Street, Bristol.

CAMBRIDGE. August 4th—August 18th. Rev. D. H. S. Cranage, Litt.D. and G. H. Pateman, 276, Cherryhinton Road, Cambridge.

CHESTER. July 28th—August 11th. Frank Garstang, 18, Colquitt Street, Liverpool.

LONDON (Saturday School). May 26th, June 2nd, 9th, 16th. The Secretaries, London Summer School, University of London, S. Kensington, S.W. 7.

OXFORD. July 7th—August 18th. E. S. Cartwright, Barnett House, Broad Street, Oxford. (Last day for entries, June 1st.)

READING. June 30th—September 22nd. The Warden, Holybrook House, Castle Street, Reading. (Closing date for applications, April 9th.)

REPTON. August 4th—August 18th. Mr. E. J. Studd, The University, Edmund Street, Birmingham.

YORKSHIRE (Saltburn-on-Sea). July 28th—September 8th. G. H. Thompson, 21, Brudenell Road, Leeds.

Arrangements for a school at Nottingham are under consideration. The schools are designed to enable students of the University Tutorial and One Year Classes to pursue their studies under summer holiday conditions. Other students with proper qualifications may apply for admission at some centres. Special arrangements are being made at several centres in conjunction with the W.E.T.U.C. for the provision of special courses of lectures on subjects of particular interest to trade unionists. At all the schools the morning is devoted to consecutive study, and in some cases there is an additional lecture and discussion on certain evenings. The London School which is not residential, and is held not continuously but at week-ends, is on a different footing. Intending students at Oxford and at Cambridge will be expected to write and send to Cambridge an essay on a subject which will be set in advance. A certain number of bursaries are available.

HOLYBROOK HOUSE.

The School at Holybrook, Reading, is especially for the training of members of Tutorial Classes and other advanced students to take preparatory classes and study groups for the W.E.A. The School is divided into three periods of four weeks each and each student is expected to remain for the whole period of four weeks. Not more than twelve students will be admitted in each period. All students will receive return railway fares between their homes and Reading, and board, residence and tuition will be provided gratis. The subjects for the three successive periods are: English Literature and Social History from the French Revolution to 1880; Industrial History and Development of Economic Theory in England in the 19th and 20th Centuries; and Political Philosophy, with special reference to modern theories of Democracy.

The programmes generally include the subjects usually taken in University Tutorial Classes. At Cambridge the subjects are Social Science, Psychology, English Literature, Economics and Political Science. At Oxford the main programme is Modern History. Tuition in Philosophy will be arranged for students who have taken or are taking that subject in Tutorial Classes. The Committee will arrange for an intensive study of the subject of their choice if early application is made.

In every case the School is under the supervision of the Joint Committees of the Universities concerned. The School at Holybrook House is organised and conducted by the W.E.A., but is under the supervision of a Board of Studies appointed by the Oxford Joint Committee. At this School not more than 12 students will be admitted in any one month.

FRANKFORT SUMMER SCHOOL.

The arrangements made by the Southern District for a Summer School, August 4th to August 18th, at Frankfort-on-Maine under the tutorship of Mr. F. W. Cuthbertson, M.A. in collaboration with Dr. W. Epstein of the Frankfurter Bund für Volksbindung, are now completed. Application forms for admission to the school should be made to the Secretary of the school, Miss Mary Campbell, 9, Forest View, Southampton. The lecture programme is concerned principally with the economic, political and social conditions of Europe since 1900. The cost to each student will not exceed £10 for two weeks, or £8 for one.

Sir Michael Sadler's Address at Manchester

In the course of an eloquent address on "A Liberal Education," delivered at Manchester on February 10th, Sir Michael Sadler said:—

"In tutorial classes as in University courses we come into intimate contact with the mind of one whom we respect for scholarship and character and from whom we catch the infection of the scholarly and the student mind; and it we do our work as well as we can, and are frank, open-minded, thorough, and disinterested, we may each of us contribute something to the advancement of the whole class in which we serve. Goethe used to say 'character makes character.' Scholarship makes scholarship; you win it by self-discipline and concentrated effort over many years, but at bottom it is something which you catch from those who have already got it: it is a living tradition, to share in which is itself part of a liberal education.

"You will probably agree with me that though the give and take of a tutorial class, the hard, insistent demands which it makes upon us for pertinacity and perseverance, study and self-help, are very valuable, we also all get help from public lectures given by men of inspiring personality and special knowledge. Do not let us, in our gratitude for what a small class has done, forget also the invigorating inspiration of a great audience face to face with a great teacher. How much was done for Lancashire by Hudson Shaw when he was accustomed to lecture in these towns! I confess, when I look back on all the great lectures I have heard from men as great as Ruskin and Huxley that I remember much less what they said than how they said it and what they were when they said it. It is the impact of a man's whole nature and life upon you that you gain on such occasions, and in continued courses from the same lecturer, while losing something of the novelty of that impact, you do gain also a gradual enlightenment as to the method of study, as to the valuation of truth, as to the amount and quality of evidence which every valid induction requires, and also by what long and painful journeys, retracings of steps, abandonment of promising clues, aversion from attractive and popular falsehoods, we may alone attain the happiness and certitude of truth. You feed your imagination on what the great seers and sages of the world have thought and seen and written, both in verse and in poetry.

ENGLISH AND FRENCH EDUCATION.

* Mr. Cloudesley Brereton, who of all Englishmen knows as much as anyone of the inner spirit and working of French education, said a striking and a true thing the other day. He was putting in order the qualities which the French and the English look for respectively as the results of a liberal education, and he put first of all on the English list *character*, quite rightly, though it is a word that needs a good deal of definition; and first on the French list not, as every other English writer hitherto has done, intelligence, but something different. He said what the French prize most strongly and regard as most indispensable as the effect of a liberal education is *aesthetic emotion*—that rising passion of the mind which comes from the incandescence of great literature and great ideas. To get it you have to know the literature exactly and finely as well as widely and comprehensively. You have to know science, understand its methods, its exactitude, some of its achievements, but these are dead things by themselves; the first thing is *aesthetic emotion*; and at their best English education and French education unite in saying that this fire and passion of the mind and heart are necessary if you are to have a true outcome of liberal education. But I think our passion and our fire have been touched during the last 100 years more closely by a sense of the Christian virtues than, in its more isolated state the higher French education has been. I notice a difference in judgment on passing affairs between the highly educated Frenchman and the highly educated Englishman. The Englishman has in his judgment a stronger element of compassion, and I hope, whatever else happens, we may preserve in England that great moral and spiritual tradition which keeps men's hearts alive to the claims of compassion upon intelligence.

SOME LANCASHIRE MEN.

"England has always stood for a much wider and more liberal minded notion of education than can be tied up in laws and regulations of a Board of Education, important as those both are. And that is our hope. Think of your forbears Sam Bamford and his father, the muslin weaver, but a man of real culture though humble and poor; a man who loved books and music and could play a musical instrument! And how that man's character touched little Sam Bamford when he went to school at Middleton and then when he came with the note of a local apothecary to the Rev. J. Gaskell. 'Sitting in his chair and in the neatest of black clothes and a white chequered tie (we always remember the neatness or unneatness of our first teachers), rallied by this apothecary with a shilling and a 2 lb. packet of gingerbreads bought in Smithygate, the shilling for the Rev. J. Gaskell, who puts Sam's name in the register, and points him to the spelling class; the gingerbreads for the other boys in the class, partly in propitiation and partly as ransom.' Think of Sam Bamford—was he not as liberally educated as any of us? Don't let us ever

fall short of Sam Bamford's standard or neglect the hard-backed industry and purpose which made him a liberally educated man. And, above all things, when we have got the tune into our minds let us put it into words. We may do it badly, but it helps us to appreciate other people's musical genius. Education is a poor business if it is all assimilation of what you are given. It has got to be craftsmanlike, active and productive too.

"And think of that other great Lancashire man, James Kay, afterwards James Kay-Shuttleworth, born at Rochdale, educated at Edinburgh, trained as a doctor, sent here in 1827 as physician of the Ancoats Dispensary, learning from the cholera in Manchester compassion, gaining from it determination to alter the social conditions of the poor in this land; moving on through Poor Law experience, where he became alive to the need of better education and to the value of methods in teaching, to the great post he held as the first secretary of the department of education, the creator, the administrative creator of our modern English system of elementary education."

The Master of Balliol on Democracy

Mr. A. L. Smith, the Master of Balliol, addressed a meeting of the Witney Branch of the W.E.A. on Tuesday, February 28th, taking as his subject "Democracy and its Problems." In the course of his address he said a Democracy must not limit itself to mere material aims; it must realise that better wages, better hours, better housing—vitally necessary as they were—had their chief importance as the first steps to a higher and better life. A Democracy that should limit itself to material aims would sink into materialism: that meant machine-made politics, mental stagnation, spiritual death. Of all forms of government, Democracy could least afford to live by bread alone. Our English Democracy, newly enfranchised, feeling about for guiding principles, was already beginning to emancipate itself from appeals to the pocket. It was likely to err rather from excess of sentiment and impulse than from lack of these. It took a not ignoble pride in the hope that it might have a broader view of social problems than the middle class rulers and the upper class rulers who had already had their turn at governing and yet had not precisely inaugurated the Millennium. The trade unions were taking a new interest in education, including adult education as set out in their resolution passed within the last few months (applause).

The Western District.

The Western District sends a list of classes held in the district during the current session. It includes ten tutorial classes on Human Geography, Economic History, English Literature, Economics, Social and Political Theory, Psychology, General Science, and Colonial History, and a large number of one-year classes and short courses. Many Branches arrange miscellaneous lectures in addition to the classes.

The W.E.A. in Belfast

A Belfast correspondent writes:—"The W.E.A. was, for many years, a complete failure in Belfast. The various classes in 1920 had a total membership of only 15. But in the session 1921-2 a new policy was tried in order to arouse interest in the work of the Association—a policy, not, indeed, the best in itself, but the best which the education and prejudices of the Belfast public would admit. Courses of popular lectures were given. Each lecture was followed by a discussion. This new policy at once proved successful. The lectures were well attended and prolonged discussions showed how keenly interest was aroused. But the success of the session 1921-2 was as nothing to that of the present session. Four courses were given. At the Queen's University, Professor Small (Professor of Botany) lectured on "Hereditry," and Professor Henry (Professor of Latin) on "Greek Civilisation"; at the city Y.M.C.A., Mr. J. Lemberger (Lecturer in Economic History and Political Science) gave two courses, the first on "Political Psychology" and the second on "Economic Questions of the Day." At none of these lectures did the attendance fall below an hundred. This was a remarkable triumph for Belfast—a city not distinguished by delight in intellectual attainment. But the success of this new policy was not merely quantitative. There was a notable improvement in the quality of the new members attracted. This attempt at W.E.A. propaganda is the first step to the introduction of 3-year courses of study as conducted in Great Britain."

The Annual Conference of the Club Leaders, arranged by the National Organisation of Girls' Clubs, will be held this year at High Leigh, Hoddesdon, Hertfordshire, from June 15th to June 19th. The subject, "The Club Movement and its Future," is one which should be of great interest to all Club Leaders and those working for the welfare of boys and girls. Those intending to come are asked to apply to the Conference Secretary, Miss D. McWilliam, N.O.G.C., 16, Gordon Square, W.C. 1.

The course of five lectures to be given by Mr. F. S. Marvin, M.A., at Toynbee Hall, on successive Mondays at 5.30 p.m., beginning on April 16th, on "History and the League of Nations," are arranged under the L.C.C. scheme for lectures for London teachers, but are open to all members of the Union.

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Anyone who appreciates a story of working-class life as it really is would be well advised to write at once for a copy of *The Royal Road*, by Alfred Ollivant—the first novel to be included in the series of W.E.A. cheap editions. This has just been issued. The book is in the same clear type, and on the same paper as the ordinary edition, but is bound in stiff blue paper and has a suitable cover-design. Altogether very good value for 2/6 post free.

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The Complaint of Peace is a study of War in its relation to Christianity. The book is a translation from the Latin text of Erasmus, the great sixteenth century scholar and humanist. Published at 2/6 net, it can be obtained from the Central Book Room at 1/6 post free.

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A complete list will be sent on application.

W.H.H.

The League of Nations Union send particulars of Summer Schools to be held at Balliol College, Oxford, July 23rd-July 30th, and at Geneva August 4th to August 10th. Particulars can be obtained at the offices of the Union, Buckingham Gate, London, S.W. 1.

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And the Journal of the Workers' Educational Association

VOL. XV., No. 8

MAY, 1923

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WORKERS' EDUCATION:

Achievements—Needs—Prospects

By G. D. H. COLE.

II.—THE CLASSES.

This is the second of a series of four articles in THE HIGHWAY, in which Mr. Cole proposes to discuss the problems of workers' education.

THE biggest single achievement in working-class education in England is undoubtedly the Tutorial Class. Thanks to the ardent faith of the pioneers, both tutors and students, it has achieved, and for the most part successfully maintained in face of its rapid expansion, an astonishingly high standard of work. It is a remarkable tribute to the soundness of the educational faith of the pioneers that so many workers should have been found ready to embark upon, and to carry through, a continuous course of study extending over at least three years. It is true that enthusiasts are apt to talk nonsense about Tutorial Classes, and to do the movement harm by exaggerated claims on its behalf. It is true that there are grave faults in its working, and that these show signs of becoming more serious as the movement grows. It is true that there are difficult problems ahead of us in the development of Tutorial Class work. But what has been done stands as a clear demonstration of the desire of large bodies of workers all over the country to avail themselves of the chance of doing real and sustained educational work.

What, then, are the faults of the Tutorial Classes as they exist to-day? It is often claimed for them that they are doing work of "University Honours standard." I understand the expediency, but I have never been able to agree to the truth of the claim. *Judged by the purely academic tests*, the work of the vast majority of Tutorial Class students is far below the University Honours standard. But this is merely a foolish and inappropriate way of judging it. The qualities which the Tutorial Class brings to light are not the qualities of the undergraduate: they are not academic, save in a broad sense. The method of treatment, and the standard of judgment, needed in Tutorial Classes are essentially different from the ordinary methods and standards of University work. This is not merely because attendance at a Tutorial Class is a spare-time job: it is far more because the basis of experience, the way of approach, and the interests of the students differ fundamentally from those of undergraduates. Most University education is, after all, largely vocational *in aim*, if not in method (I grant, the distinction is important): the Tutorial Class movement is still largely free from vocationalism in both its forms, and wholly free from examinations, rewards and distinctions. Nothing is gained, and a false view of its methods and achievements is often induced, by speaking of its work in terms of the "University standard." Having done both types of work, I am convinced that it is easier to conduct with average efficiency an ordinary University course than a Tutorial Class; but that is mainly because of the low and slovenly standards of University teaching. University methods as they are are no less inappropriate than "University standards" in Tutorial Class work.

One fault of the Tutorial Class movement is that this fact is still too little appreciated, and that University lecturers or professors, turning an extra penny by taking a Tutorial Class, are too apt to apply their ordinary routine methods without understanding the special character and needs of the movement. As classes multiply, this evil increases, and there is a growing tendency for the Universities to use our classes as sources of extra income for underpaid lecturers chosen for their academic qualifications without regard to their suitability for the task of workers' education. I am a firm believer in the necessity for a much larger nucleus of practically full-time Tutors. If these do a

little work in the University as well, at least in the summer term, so much the better, provided that their main work lies in the Tutorial Classes, and that they are chosen for their special qualifications for Tutorial Class work. The University lecturer who neither understands, nor seeks to understand, our movement and its special needs, is a pest, and a growing pest. The whole Tutorial Class movement will be wrecked if the bulk of the teaching work is allowed to fall into his hands.

The Tutorial Class is based on a partnership in control between the Universities and the working-class educational organisations—a free and equal partnership. But in practice the partnership may cease to be equal, and, as the Universities realise more the importance and possibilities of the work, there is a tendency for them to seek to increase their control, and to elbow out the voluntary bodies which have done the pioneering work. This tendency, if it succeeded, would be fatal for two distinct reasons. It would mean a greater imposition on the classes of University methods of teaching and of Tutors impregnated with University methods; and it would dry up the sources of supply for the recruitment of the right type of students—those who will do the best work in the classes and carry the impress of their class work most into the world of affairs. It would also destroy totally the confidence of the working-class organisations in the education provided; for this confidence has been built on the basis of free and equal partnership in control.

University predominance, I say, would involve failure to attract good students. Nothing is clearer than that the standard of Tutorial Class work varies almost mathematically with the strength of the local W.E.A. organisation, and the extent to which it holds the confidence of the working-class organisations in its area. Where the W.E.A. is weak, the classes are usually poor, and students of a poorer quality are attracted into them. A strong W.E.A. both attracts the right men and women, and acts as a selective agency for picking out those who are really qualified to benefit by the intensive and prolonged work of a Tutorial Class. The lack of a strong W.E.A. means both that many of the best recruits are not drawn into the movement, and that the classes formed tend to consist of unselected groups very uneven in capacity and willingness to undertake real study.

Now, the success of Tutorial Classes depends absolutely on maintaining their quality, and getting together for each class a really good group of students. There are very many workers, keen on education, whose needs are better met by One-Year Classes than by more exacting courses of Tutorial Class type. There is always the danger of assimilating the Tutorial to the One-Year Class, not by the improvement of the latter, but by lowering the standard of Tutorial Class work. There are often strong temptations to do this at present, in order to get the far higher public grants paid for Tutorial Classes. The remedy lies in better grants, and much better payment of Tutors, in most types of One-Year Classes, and in a great increase in their numbers, both to serve as recruiting grounds for Tutorial Class students, and to provide for the real and legitimate need of the many students who neither want nor seek the more advanced three years' course.

Some modifications of Tutorial Class conditions are required; but I am convinced that the general principles

on which they have been based are sound. The need is for better recruitment and selection of students, and that depends on a stronger W.E.A., and one more closely in touch with every section of the organised working-class movement.

Better tutors also we need, in order both to fill the gaps left by those who take up other work, and to provide for the big expansion which is coming. The Tutors' Association is doing a good deal to develop corporate consciousness and the study of teaching method among both Tutorial and One-Year Tutors; but a great deal remains to be done if the movement is to be fully staffed by men and women possessed of a sympathetic understanding of its aims and of the point of view and interests (in the psychological sense) of their students. The Tutorial Class is nothing in itself: it does its work properly only if tutors and students alike regard it as part of, and as ministering to, a wider movement. There ought to be the closest touch between Tutorial and One-Year Class tutors and students, and between both and the wider groups from which the classes are drawn. There are too many classes which become ends in themselves, and, failing to keep this wider contact, become merely sterile or at least fail to act as missionaries and pioneers among their fellows.

To sum up, the movement grows, and with it grow its dangers. The most popular whisky is apt to become the worst, because the quality is not kept up as the output grows. So may it easily be with us. We have found in the Tutorial Class, and to a less extent in many of our One-Year Classes also, a new method in working-class education—an essentially democratic and co-operative method of give and give between tutors and students. We must not, as the movement grows, let down the standards set by the pioneers. We must recognise that, as expansion makes their maintenance more difficult, it is up to us to use new methods and greater endeavours to keep them safe. And the greatest of these methods is the strengthening everywhere of the W.E.A., by closer and more universal contact with all sections of the organised working-class movement.

NOTES OF THE MONTH

SOME very interesting essays have been received on Mr. Keynes's question as to whether, given certain premisses, we shall be able in this country to employ the whole employable population except at the very top of the periodic booms without great improvements in the technique and intelligence of trade and industry. The adjudicators, after careful consideration, have allotted the prize—two guineas' worth of books to be ordered from the Central Book Room—to Mr. John Inman of Warrington, Lancs.

* * * *

Mr. Inman, who is a W.E.A. Tutorial Class Student in Economics and in Psychology, makes a very strong point from his own experience of the iron and steel industry that an increase in the production per head of the workers employed is by no means sufficient to ensure prosperity, or even a reasonable degree of employment. He surveys the great improvements in industrial efficiency, and comments that no further development in industry, pure and simple, will add to the sum of human well-being unless, at the same time, there is improvement in the technique and intelligence in the production of food in the great producing areas of the world.

* * * *

Where all the papers sent in showed a good deal of thought and ability, it may still not be invidious to select for special praise those sent in by Mr. R. C. Flegg, Ipswich; Mr. E. F. Penrose, Cambridge; Mr. F. Machin, Rotherham; Mr. S. Varder, Working Men's College; Mr. H. A. J. Martin, Luton.

We have just received the January number of *The Australian Highway*, which contains a report of the meeting of the Federal Council of the W.E.A., of Australia, held at Sydney last autumn. The publishing company reported additions to the W.E.A. series now in course of publication, among the new additions being special editions of Mr. Justice Higgins's book *A New Promise for Law and Order*, and Bland's book on *Public Administration*. There was an eager discussion on a motion moved—and ruled out of order—by Mr. Scott that a clause should be inserted in the constitution that "the W.E.A. is an institution of the working class and recognises the class struggle." There were discussions on book services for seamen, especially for those engaged in the coastal trade; on the attitude of the W.E.A. to the Labour Colleges (it was recognised that there was a place for both and a call for cordial relations); on the possibility of an inter-state Summer School; and on the prospects of securing lectures from distinguished visitors from overseas.

* * * *

In *The Times of India* for February 19th there was an account of a reception given to the Committee and students of the Adult Educational classes of Bombay, an organisation which is being modelled on the lines of the British W.E.A. The Secretary of the Committee, the Rev. John McKenzie, laid stress on a fundamental principle of the British movement that the workers themselves formulated the demand which the University met by the provision of tutors. In Bombay the movement is at present organised by the Committee, but he hoped that it would soon be possible to form an association which should represent the working-class students as well as the University professors.

* * * *

Mr. Hugh Martin, in an article on the Brighton Conference of the National Union of Teachers, puts in a plea for the freeing of the teacher from the constant anxiety on the question of pounds, shillings and pence, both for themselves and for the schools. A penurious Government policy on education means that all friends of education, whether they are teachers or parents, must, in their organised capacity, be thinking in terms of money and material, of salaries, of school buildings, etc., when they should be able to give their whole mind to the healthy development of the child. The National Union of Teachers is a trade union; it is also a professional body which would like to be able at the annual conference to devote its time to the interchange of opinion and experience on the thousand and one problems of educating the new generation.

THE HIGHWAY

It is proposed to suspend the publication of THE HIGHWAY during the months of June, July and August. Experience has shown that the circulation of the paper decreases during the summer months when the classes have ceased to meet, and publication during these months is, therefore, likely to involve a charge on the funds of the Association at a moment of financial stringency. For these reasons it has been decided to follow the precedent created last year, and issue the next number of THE HIGHWAY in September. This, as usual, will be a special number containing the Annual Report and a Statement of the Accounts of the Association. As before, subscriptions already paid will be carried forward to the new volume.

* * * *

Those responsible for THE HIGHWAY have under consideration a change in the character of the paper in the direction of concentrating on articles likely to be of actual use to W.E.A. students in their work. The paper would still give news of the various activities of W.E.A. work and of W.E.A. policy, but would become a journal rather for the student than for the general reader. If THE HIGHWAY is to fulfil its purpose it should be in constant and direct communication, not only with tutors, but with the great body of the students in W.E.A. study circles and classes.

THE ASSOCIATION OF TUTORIAL CLASS TUTORS

The Conference at Birmingham

DURING the week-end, April 7th to 9th, tutors drawn from ten Joint Committee areas in Great Britain met in conference at Chancellor's Hall, Birmingham, under the auspices of the Association of Tutorial Class Tutors. It was the first annual gathering of the re-constituted Association and proved a worthy successor of those Tutors' Conferences which in spite of the war persisted year by year and have now had their fruit in the present strong and growing organisation of those in whose hands the future well-being of the tutorial class movement most of all rests.

The strength of the Association lies not only in its large accession of new members or in the activities of its local Groups, now flourishing in a dozen centres, but in the peculiar urgency of the questions which confront it, even in these days when a false economy has called a halt to further extensions.

Take for one example the two resolutions passed at the recent Conference. The first runs as follows:—"That in the opinion of this Conference it is essential in any system of adult education under University auspices to maintain as distinct organisations Tutorial Class Joint Committees constituted as at present and solely for their present purposes with financial resources placed directly at their disposal." The second:—"That in the opinion of this Conference it is essential to the work of the Tutorial Class movement that no form of examination should be held and no sort of diploma granted in connection with any Tutorial Class."

It is possible that the full significance of these two resolutions was hardly realised at the time even by those who moved them. For indeed it is only when they are looked at in relation to one another and to the discussions out of which they arose that their importance becomes evident. The first sprang directly out of a discussion on the question whether the formation of an extra-mural department in every University is or is not desirable; the second out of a report (not as yet completely substantiated) that in a certain University, where the Joint Committee is entirely subordinate to the Extension Board, the latter body has authorised the appointment of external examiners to the tutorial classes in its district.

Thus the resolutions together affirm a principle of which it is satisfactory to realise the Tutors of to-day are as tenacious as were those of old—the principle that Workers shall continue to exercise—jointly with the Universities—full control over what was (as the Report of the first Joint Committee so clearly shows) in a peculiar sense their own, and—in a variety of ways—an original scheme for intensive study. But, while emphatically affirming this principle, the tutors at Birmingham were far from showing hostility to the development by Universities of extra-mural activities in the broad sphere of adult education.

Lest it be imagined that these resolutions occupied the only, or even the main, focus of attention at the Conference, one must note that several hours each day were spent in discussions of teaching methods (in psychology and in history) and the development of tutorial and one-year classes. The former discussions were opened by A. E. Heath (of Liverpool) and H. L. Beales (of Sheffield), respectively, and the gist of their very interesting remarks will be given in numbers 4 and 5 of the "Tutors' Bulletin." The conclusions to which the discussion about classes led will be issued, shortly, as an interim report by the Association.

The next annual conference will be held in Manchester, probably during the week-end April 12th to 14th, 1924, but it is hoped that during next autumn Groups in adjacent areas will be able to arrange for the holding of subsidiary conferences in addition. The advantage of

week-end conferences (especially in surroundings so delightful as those of the new Hostel in Birmingham) are certainly great, since it is only possible during a week-end so to arrange the business as to allow full opportunities for social intercourse and relaxation. It is too seldom recognised that the chief value of most conferences lies in securing intangible and by-the-way results.

A. L. DAKYNS.

THE STUDY CIRCLE

Comments on Some Simpler Types of Adult Education

By T. W. PRICE.

THE Tutorial Class with its three years pledge and its insistence upon systematic reading and essay work is the most advanced type of adult education that has yet been devised, and it justly holds first place in the attention of the W.E.A. But the establishment of Tutorial Classes will not be practicable for some time to come in the rural and semi-rural areas that are now being opened up by the Association, and it will be necessary to base adult education in these areas upon more modest forms, such as short course classes and study circles. In view of this it is desirable that the W.E.A. should give more consideration to these forms than it has done hitherto.

The point is that although it may not be possible to establish Tutorial Classes everywhere there are certain elements in the Tutorial Class idea which are fundamental to all forms of adult working class education; these elements are, thoroughness, the maintenance of a good standard, a demand for effort on the part of the students according to their capacity, and the control of the class by its members. These elements are not dependent upon the three years pledge, intensive reading and advanced study, and may be reproduced in the most modest forms of work. They are, in fact, frequently introduced, especially when the organisers of the class or study circle have had W.E.A. experience, but, unfortunately, there are many exceptions. There is a type of journalism that is known to newspaper men as "tripe," and occasionally one comes across its equivalent in adult education—not only in the country but in towns also. It is usually defended on the ground of the incapacity of the students to undertake sustained study, but this defence is wholly unconvincing. Unpreparedness or reluctance on the part of the student to sustain deep and close study is no excuse for a low standard—it is a ground only for a more simple treatment of the subject, and simplicity of treatment is quite consistent with thoroughness and the maintenance of a reasonable standard. However simple it is necessary that the course should be, and however limited its range, the subject should be treated adequately within those limits and the aim should be kept in view of accustoming the students to orderly and thorough habits of thought and methods of enquiry. A superficial or an empirical treatment of a subject is always educationally unsound, and when it is allied to smart epigrams and spacious generalisations it is positively demoralising; for epigrams and generalisations can be memorised easily and the students acquire a wholly false conception of the extent of their knowledge. Sometimes, too, in a misguided effort to make it attractive, the course is made miscellaneous, and I have known syllabuses to be drafted for study circles in which Plato's Republic, the Italian Renaissance, the Industrial Revolution, Guild Socialism and the Capital Levy have jostled each other! The value of such a course in promoting mental habits of thoroughness and order is nil. It is true that the students would probably get an assortment of unrelated tit-bits of interesting information, but if this was all that the promoters had in view they would have been much better advised to form a Literary and Scientific Society than a W.E.A. Study Circle.

When properly organised, however, the educational possibilities of a short course class or a study circle are considerable. It is difficult to lay down any general rule as to which of the two is the more suitable for rural areas. More intensive work can undoubtedly be done in a class, but a large number of rural workers have a strong preference for the study circle, partly because it has a less formal and formidable ring than "class," and partly because "class" has associations with juvenile instruction. Whether it be class or study circle that is arranged, however, the method of conducting it should be as informal as is consistent with sound organisation; but informality should never be allowed to degenerate into slipshod organisation, and even in a study circle there should be regular meetings, fixed times, and punctuality. If one were allowed to generalise one would say that in rural areas the actual conduct of a class should tend towards the informal methods of a study circle, while a study circle should aim at the regularity and efficient organisation of a class.

In a class, of course, there must be a regular tutor, but he or she will find it wise occasionally to abandon the formal lecture and merely introduce the subject, very much after the fashion of the leader of a study circle, and then to preside over and guide the discussion. There is no set way of conducting a study circle. Some circles closely resemble classes in that they have a regular leader who is responsible for introducing the subject on each occasion. This is an excellent arrangement where there is some person in the village who is specially capable of dealing with the subject. But a regular leader is by no means indispensable, and many study circles either have only a regular chairman, and a leader is appointed for each evening, or else even the regular chairman is dispensed with and members are appointed in turn to preside and to lead. All these methods of conducting circles have been found effective, and members must be guided by local circumstances as to which of them they adopt.

The selection of a subject is a very important matter, and if the leading spirits in the venture happen to belong to the upper social strata of the village they will be wise to observe a self-denying ordinance—they should keep in the background and allow the working class rank and file unrestricted choice. Only if the rank and file are obviously at a loss should a lead be given, and then the aim should be, not to impose suggestions upon them but to elicit what they really want.

The field of possible subject for study circles is very wide but there are certain points which should be kept in mind when making a selection. First, there should be continuity in the course, and second, the scope of the subject should not be so large that it cannot be dealt with adequately in the time at the disposal of the circle. Until one learns by experience there is always a temptation to attempt to cover the history of the human race in twelve meetings, and it is a weakness against which organisers of study circles should always be on their guard. If a course is over-loaded one of two things is bound to happen: either it will be so compressed as to become tabloid instruction, or the treatment will be so sketchy as to be valueless from an educational standpoint. The third point is that as far as possible the subject should be one concerning which the members of the circle can acquire a working knowledge without having to read a large number of books. In a class a set book is rather a nuisance than otherwise, but in a study circle it is a great help, if a suitable book can be found. The whole question of subjects for study circles is one that might, with profit, be considered by the whole Association, and the Central Executive could render great assistance to the rural centres by undertaking the preparation of outline syllabuses suitable for study circles.

Finally, no matter how modest the form of adult education may be, spoon-feeding should be avoided. No education that is worth anything can be gained without effort.

TEACHERS IN CONFERENCE

By HUGH MARTIN.

THERE are grave disadvantages in turning an annual conference into a series of indignation meetings. I can imagine a sensitive man, to whom the principles and practice of education had become something akin to a religion, breaking his heart over the Easter Conference of the National Union of Teachers, and going abroad—probably quite a useless piece of expense—in order to heal it. As we cannot afford to break the hearts of good men who really take education seriously that would be a pity; yet it is difficult to see how, under present circumstances, the N.U.T. could help doing it, however keenly they might feel the tragedy.

Their conference at Brighton was, quite rightly and naturally, seething with indignation, and if it had not expressed that indignation vigorously, eloquently and continuously at the three public sessions it would either have burst or been afflicted with a suppressed complex that might have had serious consequences. Apart, therefore, from the duty of telling the nation the truth and making it uncomfortable, it was necessary, in the interests of education, to ignore education and talk about educating; to say very little about the science and art of teaching and a great deal about the business of collecting boys and girls together in buildings called schools for the purpose of instruction.

Money had to be constantly mentioned (though direct reference to salaries was, for the most part, discreetly reserved for the private sessions), but then it is only a man with an adequate income and assured position who can afford not to talk about money. Not until the money question has been fairly settled, both in relation to individuals and to the system of education, can the N.U.T. even begin to think of transforming its Easter meeting from a trade union demonstration into what it should be—an educational conference from which delegates would return to their schools and their colleagues full of new ideas and enthusiasms for the benefit of the children. Surely that ought to be the goal. Many delegates have a vision of it, but one suspects also that a good many have none. After all, it is much more amusing to listen to spicy speeches aimed at the hard heart of the Government and the thick head of the public by a Bentliff or a Blake than to hear, say, a Sanderson of Oundle or a Gilbert Murray expound an ideal or discuss a method.

We were all aroused and amused, if not precisely thrilled or inspired, by the remarkable platform eloquence—sufficient both in quantity and quality to furnish a formidable group in the House of Commons—which the Executive were able to present as a superior sort of entertainment programme, and I have not the smallest doubt that the reports of it did much good throughout the country. It was what was wanted. The nation must have no excuse for saying, "Why wasn't I told?"

Yet I feel sure that Conference felt just the tiniest pricking of conscience when, knowing what was to occupy it presently, it heard Mr. Murphy, fraternal delegate from—of all places in the world—Cork, remark that at the Easter Conference of the Irish National Teachers' Organisation, then sitting in Dublin, two university professors were giving addresses on educational topics. Why were the Irish teachers able to find time to listen to addresses on education? Because, said Mr. Murphy, finance, at any rate so far as it bears upon salaries, was out of the way. And how had this miracle been brought about? Simply by the teachers' organisation throughout the country—there is no Irish partition in a matter of this kind—joining up with the Labour movement. "As we teach the working man's child we don't see why we should be ashamed to stand side by side with the working man," was Mr. Murphy's confession, and Conference expressed its agreement unmistakably.

Indeed the way in which every reference to Labour was cheered was very remarkable. It is a good many years since I attended one of these conferences, and I must confess that I had no idea the N.U.T. had, in the interval, learnt to lean so definitely towards a political association with Labour. Not only was the proposal to allow a collection for the farm hands on strike in Norfolk accepted with a burst of applause, as though such a collection were a matter of course, but whenever a political line was taken it always seemed to be the line that would be taken by any of the other progressive trade unions. Of course Mr. Chuter Ede, M.P. for Mitcham, was given a stirring welcome and spoke well, keeping out all reference to party, but showing clearly where he stands by his passionate denunciation of a policy that would make the children of the common soldier pay for the war in which he laid down his life.

It was words like these that really stirred the delegates. You could not doubt for a moment that they were thinking, with absolute singleness of heart, about the welfare and the rights of the children; yet, once more, who is going to believe it as long as the teachers themselves are underpaid, overworked, and have their own regiment of unemployed? "They pretend," the world says (I have heard it saying so), "that they want more money for the children, but really, you know, it's just the old game of Civil Service grab. All trade unions are out for what they can get."

It is necessary that disinterested educationalists should recognise the existence of that point of view in order that they may not over-estimate the power of teachers to influence public opinion directly, even by such able exposures of an evil administration as were made at Brighton. The teaching profession carries an unavoidable handicap in its approach to the public, and the very fact that in the interests of the children it must make that approach constitutes a still more cruel handicap in the educational race of the teachers themselves. To educate one must be educated. We shall never get the best out of our educators until we give them a chance to concentrate on education.

DRAMA FOR THE WORKERS

By EDGAR CLARKE.

FROM cities and towns, from villages and out-of-the-way country places, comes news that amateur dramatic societies and clubs abound, and are very active in giving performances of plays, comedies, farces, burlesques, and, in a few cases, even tragedies, and if it is true, as historians record, that "Drama is the surest sign of an advanced civilization," and that the "Players are the brief chronicles of the times," we may expect some uplift in the national as well as the individual life, sooner or later.

However that may be, it is to be hoped that with the fast disappearing of centuries—old prejudices against this form of literature, closer attention will be given to its possibilities as an educative factor, and not merely as a vehicle for the indulgence in the art of "make-believe," however inherent the love of "imitation" may be within us.

It is desirable that, in the care of the Educationalists, the Player will receive attention first, second, and third, instead of the old order of the acting profession, stage mechanics first, science painters second, and players last; that more and more will be left to the imagination of the audience; that suggestion will take the place of "realism" in stage properties and effects; that the curtained platform will be allowed to displace stage scenery; and that hidden lighting of the platform from the auditorium will banish the present hard batten, head, foot, and side stage lighting. The scenic effects and marvels of mechanical ingenuity in vogue some years back did much to sound the death-knell of the drama, by attracting attention from the players to their own beauty. Simplicity of staging and lighting would free the eye and ear of the audience, the one to watch the play of expression over the features of the

actor, and his deportment and gesture, and the other to listen to the cadences of his voice. Under these conditions we could hope that the "golden voice," which no instrument can equal, would at no distant date be heard in our midst again.

The uses of drama are manifold. It may interest readers to know that many of the elocution students of the Wallasey and Liverpool branches, at the close of the classes early in March, assisted in a dramatic performance of "A Tale of Two Cities," adapted from Dickens' tragic novel, with the idea of putting into practice lessons learned during class study. Although the theatre was large, audibility, distinctness, accent, and emphasis were especially good and all concerned felt that the trying experience of having to "speak out," and of facing a packed house, and sustaining the spirit of the characters assumed throughout the evening, would prove of the utmost benefit when members had to stand alone in the debating chamber, on public platforms, and other places where forced and self-imposed duties thrust upon them the necessity of saying "a few words."

ON BEGINNING TO STUDY PHILOSOPHY

When I am asked by the kind of man I have in mind to suggest books that he can read to get an idea of philosophy, I find it a very difficult matter. The man I have in mind has known something of the rough and tumble of life, has faced practical realities, but has a wistful kind of interest in something, somehow practical, too, in a way, and yet wider than ordinary everyday life. He has read little poetry, sadly lacks a sense for the history of ideas, and would like to know something more about science, but is interested in philosophy. And what he wants is something that is up to date and intelligible; which means something not very remote from practical realities, and yet leading beyond them. There are, of course, books on psychology at the present day which go to meet part of his need, not the least interesting being R. S. Woodworth's "Psychology," published by Messrs. Methuen & Co. But something more speculative is usually connected with the idea of philosophy in his mind, and it is here that the suggesting of books is difficult.

I always wonder what he is to make of the compactly written histories of philosophy, or of many of the "introductions" to philosophy, which presuppose an interest in problems in which he is not likely at the start to be in the least interested; and I here advise him to leave them alone, at the start. For they are generally accounts of what philosophers have held; and, useful as they are later on, they are bad introductions to the study of philosophy for him.

The best introduction (through books) to the study of philosophy is through books which are actively engaged in first-hand philosophising, and which are doing this in such a way that the reader will be encouraged himself to take a hand. But they must be books which show genuinely philosophic discipline. And for the reader of the type I have in mind, there are remarkably few such books, especially at a low price.

It is useless to suggest books written a hundred years or more ago, because he is apt to feel that we ought to be a long way beyond them: he is not yet ready to see that their problems were the perennial ones, nor ought we to expect it of him. This rules out Mr. Bertrand Russell's splendid list in the bibliography of his "Problems of Philosophy," in the Home University Library. Mr. Russell's own book is apt to be too austere for him. Dewey's "Reconstruction in Philosophy," published by the University of London Press, should interest him greatly, but is a bit stiff; and so on.

I want something that will catch his interest, and make him want to think out things for himself, and make him see that there are many sides to a question. What is to be done for him? What list of books is to be suggested?

LEONARD RUSSELL.

BOOKS OF THE MONTH

Conflict and Dream

'CONFLICT AND DREAM.' By W. H. R. RIVERS, M.D., D.Sc., LL.D., F.R.S. London: Kegan Paul, Trench, Trubner & Co. 1923. PP. xi.—195.

THIS volume consists of the substance of a course of lectures delivered at Cambridge and elsewhere in the last two years before Dr. Rivers' death, and prepared for the Press by Professor Elliot Smith.

It is hardly possible to understand and appraise either the specific contributions which Dr. Rivers makes to these problems or the criticisms which he has to offer of Freud's views, unless one knows something of the general background of his experience and of the history of his own thought. Dr. Rivers himself suggests this in giving a brief account of the growth of his attitude to Freudian theories in his first chapter; and in the companion volume on *Psychology and Politics* (itself of great interest and value), a biographical note by Dr. C. S. Myers gives the student the necessary further knowledge of the paths by which Dr. Rivers approached the question of conflict and dream. It was the war which brought Dr. Rivers "into touch with dreams as prominent symptoms of nervous disorder and as the means of learning the real nature of the mental states underlying the psychoneuroses of war," and precipitated for him the issues with which he deals in this book. Although at the beginning of his career he had had a strong interest in mental abnormalities, the lines of his life had fallen differently, and he did not bring to the specialised problems of the war neuroses any intimate firsthand knowledge of the psychoneuroses as a whole, nor of their general manifestations in civil life; rather he built up his later views of the psychoneuroses in general on the basis of his experience of this specialised group. The major determinants of his own views on conflict and dream were, however, two quite different bodies of experience. He was, on the one hand, a physiologist and experimental psychologist, one who had carried out highly important researches on the effect of drugs upon fatigue and on cutaneous sensibility; and, on the other, an ethnologist and sociologist who had made no less far-reaching contributions to anthropological facts and methods. Dr. Rivers' outstanding position in these two great scientific fields gives a peculiar interest and importance to what he has to say about psycho-analytic facts and theories. And it is this unquestioned authority which has led some journalist reviewers of this book to exclaim, "Ah, here at last speaks a man who knows what scientific method is. Now we shall learn the truth about dreams!" Dr. Rivers himself, however, would have been the last to wish to see the sharp outlines of a difficult scientific issue blurred by the waving of incense to his or any other great name; and we shall follow his own lead if, instead of using his name as a magic formula to conjure away what does not please our private sensibilities in psycho-analysis, we give to his own particular conclusions the same honest, detached and detailed scrutiny which he gave to the views under his consideration.

A study of the details of his position as developed in *Conflict and Dream* and in the earlier *Instinct and the Unconscious* would suggest that, as an ethnologist, he was able to approach nearer to the Freudian point of view than he was as a psychologist, for in his paper on *Dreams and Primitive Culture*, published in 1918, he demonstrated from firsthand experience the existence of the Freudian dream mechanisms as factors in the structure of primitive beliefs and customs. In their development after this date his views seemed to harden on the lines of his own psycho-physiological theory, to settle down to the elaboration, around the framework of this theory, of the material gained from his study of the neuroses. The theory was a considerable superstructure erected upon the basis of the experimental facts of cutaneous sensibility, as these were discovered in his work with Dr. Head. As Dr. Myers says: "The discovery of a crude punctate sensibility, distinct from a

more refined epicritic sensibility, so deeply impressed Rivers that a decade later his psychological views may be said to have centred round this distinction between the ungraded 'all-or-nothing,' diffusely localising functions of the protopathic system, and the delicately graded, discriminative, accurately localising functions of the epicritic system."

He came to hold that these different systems were of significance as representatives of different levels of mental functioning in general, these levels corresponding to earlier and later phases of racial evolution. And, further, that the higher, more discriminative modes of functioning involved a greater or less inhibition ("suppression") of the earlier and cruder. This important concept of mental levels, brought to the study of dreams, led to the view (in essential agreement with the Freudian theory) that the dream is *regressive* in character, as far as its mode of thought is concerned. The higher mental levels being put out of action by the condition of sleep, the cruder and more primitive come into play. The Freudian dream-mechanisms of condensation, dramatisation and symbolisation operate in the dream because they are the normal characteristic of primitive thought, which knows only concrete and symbolic modes of expression. At this point, however, Dr. Rivers diverges from the Freudian view; and for the "dream-work," the process by which the thoughts underlying the dream are enabled to find expression in this primitive form, alien to the normal waking mentality, he prefers to use the term "transformation" instead of Freud's "distortion." This is an important point of disagreement, for it involves a criticism of the concept of the "censorship," the most significant and persistent which Dr. Rivers has to offer of Freudian theory. He rejects this concept, holding that it is anthropomorphically coloured, and is little more than an analogy drawn from sociological rather than from physiological facts. He prefers to insist on the physiological concept of mental levels, and holds that the coming into action of primitive and infantile modes of mental life in the dream is a simple result of the removal of the inhibitory action of the higher levels. No element of "distortion," in the sense of a disguising of "unconscious" wishes in order to evade the censorship need be postulated. This must be considered the central point of difference between the views of Rivers and Freud, since most other divergences, such as that regarding the problem of affect in the dream, may be said to hinge upon this.

Freud's view of the dream as essentially a "wish-fulfilment" is rejected by Dr. Rivers as too simple for the facts, his own experience leading him to hold that fears and doubts are of equal importance with wishes in the formation of dreams. The dream is, for Dr. Rivers, "the expression of a conflict, and an attempt to solve the conflict by such means as are available during sleep"—that is, by the modes of thought proper to the lower levels of mental functioning. The conflict itself, however, is not (as a rule) concerned with infantile trends, with wishes and fears whose origin is to be sought in the experiences of early life. It is *recent* conflict, arising from the conscious but unresolved desires and apprehensions of the day or days just before the occurrence of the dream. Dr. Rivers admits that under the special conditions of a prolonged analysis, the content of dreams may be infantile, but denies that this is so in the ordinary way. In other words, he grants an infantile and "suppressed" mode of functioning, but denies an infantile and "unconscious" content to the mental life of the dream.

It would seem to us, however, very difficult to maintain such a clear-cut distinction between form and content in the mental processes of the dream. And difficult to believe that the removal of the inhibitory action of the "higher levels," which allows a primitive mode of thought to come into play, will not at the same time release actual concrete *tendencies*, tendencies which have also been subjected to the controlling influence of the "higher levels." It is true that it would be possible to state the difference between a child and a man in terms

of mode of activity merely; to say of the child who cries to be fed, and the man who carries out complicated business activities for the same end, that the content of desire remains the same, the important difference being the mode of mental functioning directed to its satisfaction. But this could only escape being a merely formal statement if it were very definitely and concretely a *genetic* statement, a recognition of the continuity of adult mental life with that of the child. It means nothing, if we take adult interests, wishes and apprehensions on their own merit, failing to see how even a desire to become President of a learned society has its roots in infantile trends. Dr. Rivers implicitly does this in making so definite a distinction between "recent" and "infantile" conflict. One feels that the emphasis which is placed on this is the outcome of the failure to take the genetic point of view. Dr. Rivers has a static conception of the "content" of the dream; he seems to suggest a fixed *amount* of content, with sharp edges.

But his admission that, in the case of dreams occurring during the process of analysis, the content may be infantile, is really all that is needed to enable us to make a more adequate and comprehensive statement of the total facts. It is entirely a matter of degree and of immediacy. In the analysis of a dream one does always come to details of recent conflict; and this fact is, of course, an integral part of the Freudian theory itself. The "latent thoughts" connected with the problems of recent experience are the potent disturbing stimuli which have to be dealt with in some manner by the sleeper, in order that sleep may be preserved. But if one chooses to rest at this point in the analysis, it does not follow that one *could not* go further, that the whole "content" is already revealed. To take the dream, even the manifest content, and still more, the latent thoughts, as a fixed and finished product is, as has been said, like attempting to take a cross-section of a flowing stream. It is probably safe to say that there is no defined limit to the content of a dream, that a single dream, if practical conditions allowed, would lead to the exploration of the length and breadth of a life. The difference between dreams occurring during a prolonged analysis and those happening during the ordinary way is simply that, in the former case, the infantile background to the focus of conscious life is made more *accessible*.

Dr. Rivers thus very much over-estimates the extent, and is not clear as to the nature of his disagreement with Freud on this point. He makes, indeed, only one brief and passing reference (p. 105) to the real focus of difference; that is, the relation of the recent conflict, the disturber of sleep, to the unconscious wish element which, Freud holds, supplies the energy for the dream-work, and which is believed to neutralise the disturbing effect of the latent thoughts by transforming them into a wish fulfilment. Indeed, the whole of Dr. Rivers' rejection of the "wish-fulfilment" theory and insistence that fears and apprehensions and other conative trends contribute to the formation of the dream, is really beside the point as a criticism of the Freudian view of the dream, since he nowhere makes it clear when he challenges this view, whether he is referring to the manifest content, the latent thoughts, or the dream-work; and his argument would only be relevant if Freud claimed that the latent thoughts were exclusively or mainly wishes.

And yet Dr. Rivers' own theory of the dream as a *solution* of conflict, if carefully analysed, brings him in reality surprisingly close, much closer than he was himself apparently aware, to the wish-fulfilment theory. For if we ask what he means by "solution," we do not find any clear statement of his meaning. If we look at his analysis of particular dreams with this question in mind we find that he means at least two different things. In his analysis of the "cup-and-saucer" dream of his own, and the "suicide" dream of a patient it would appear that by "solution" he means a *decision as to what course of action is to be followed in waking life*; in other words, he refers to the supposed "constructive function" of the dream. Yet it is clear that while it may occa-

sionally happen that a dream "solves" a problem in readiness for waking life (and there seems to be good evidence for this), it is so rare and non-typical a characteristic of dreams that it must be treated as a special phenomenon, and no general theory of dreams can be built upon it. His analysis of other dreams, however, such as the "Presidency" dream, would suggest that Dr. Rivers, when he speaks of "an attempted solution of conflict," means that the dream is a *compromise-formation*, like the psychoneuroses. In other words, it affords a means of expression to all the elements in the conflict at one and the same time, thus achieving a temporary equilibrium. Where, and in so far as he does mean this, Dr. Rivers is, of course, in complete agreement with the Freudian view, and adds nothing new to their conception of the dream. If, then, we ask what he means by the "successful" or "satisfactory" solution of conflict, of which he speaks in developing his views on affect in the dream, we find that a successful solution is one which "satisfies the most prominent wishes" of the dreamer! We could thus substitute the term "wish-fulfilment" for "solution of conflict" without doing the least violence to Dr. Rivers' facts or theories.

The real difference, of course, lies much deeper than this; it is concerned with the nature of the wishes which achieve hallucinatory fulfilment in the dream. Dr. Rivers describes them as the "most prominent." That is, they belong to the content of the waking life, and are on the same "level" as the tendencies (fears, regrets, etc.) with which they are in conflict. Whereas Freud's view is that they are unconscious wishes (repressed, in Freud's term; suppressed, in Rivers'); wishes which can only be made accessible in their direct form by the process of analysis.

It is clear that this issue turns upon the central problem of the "censorship." And it is in his discussion of the "censorship" that the hardening influence of the schema of Dr. Rivers' own psycho-physiological theory is most apparent, for indubitable facts which would not easily fit into that schema are left out of consideration. We do not think that Dr. Rivers would have denied that the inhibitory action of the "higher levels" is, in fact, directed towards concrete *tendencies* (infantile impulses, interests, wishes), which have to be controlled in order to make possible a more discriminative adjustment to external conditions. But the concreteness of these "suppressed" trends is entirely obscured if one speaks merely of lower "modes of functioning." The concrete difference between the lower and higher levels is formalised, so that it ceases to press heavily upon the theory. But whatever the physiological basis may be, the facts of inadmissible wishes, of self-deception, and of the "suppression" of concrete trends have to be found room for in any final statement.

Moreover, the anthropomorphism of the concept of the censorship, which leads Dr. Rivers to reject it, is not in the least inherent in that concept, but is merely a flavour, a suggestion, of the *term*. By this term, Freud refers to the simple fact that one group of conative tendencies is in conflict with, and holds in repression, another group, within the single personality. Exactly the same fact is expressed in Rivers' own words, where he says (p. 95): "the action of sleep in my own case is to remove the activity of certain restraining or suppressing influences." But here, again, whereas Freud recognises the dynamic (conative and affective) character of these "restraining influences," Rivers appears to conceive them as merely formal, as concerned only with the *mode* of mental functioning, with the difference between abstract and symbolic thought.

One's total impression, however, after a detailed study of the points in which Rivers is at variance with Freud, is that the differences are, to some extent, verbal. It is very important to distinguish verbal from real differences. The two are generally tangled together, and the failure to separate them does most to perpetuate controversies where agreement is possible. And in this case one feels that, with time and oppor-

tunity, agreement could hardly have failed to be reached ; for it was prefigured, in the scientific spirit which Rivers shared with Freud, in the readiness of both to accept fact, whatever its nature, and in their willingness to follow fact wherever it might lead them. Given so much, the rest is comparatively simple. The differences of personal approach, and personal habit of expression, can be eliminated. There remains over a clear residuum of real difference ; and to the extent to which it can be separated out, and, according to the objectiveness with which it can be stated, it is possible to bring this also to the test of fact. The real differences can thus, but thus alone, be resolved ; and the result is Science.

S. S. BRIERLEY.

An Idealist Philosophy

HISTORY AND PROGRESS, by HILDA D. OAKELEY. Allen & Unwin. 10s. 6d.

Miss Oakeley is well known both as a philosopher and as a Warden of Women's Colleges and Settlements. Her philosophy is the philosophy of Idealism, the philosophy of Hegel, of Bradley and of the late Prof. Bosanquet, and she describes the guiding thread of the various essays and addresses which form this volume as the "effort to apply Idealism to practice." We may thus regard her present book primarily as an attempt to link her intellectual and practical interests.

It cannot be said that in this attempt Miss Oakeley has been very successful. In the first place, it is not to be expected that a number of papers ranging over a period of more than twenty years, and addressed to bodies as diverse as the McGill University in Canada and the Charity Organisation Society should represent any particularly concrete and well-defined point of view. A writer's ideas, if they are living, are bound to change radically over so long a period, and Miss Oakeley would not have won her considerable reputation as a philosopher if the quality of her thought were the same in 1922 as it was in 1899. In the second place, Miss Oakeley's style is so impersonal, her conclusions so tentative, and her reasoning so cautious that it is exceedingly difficult to tell what she does think. In spite of her avowed interest in practice she tends throughout to substitute literature for life, and to prefer the weight of authorities whom she has been taught to consider eminent to the freshness of first-hand experience.

For these reasons her work suffers from a lack of colour, of definiteness and of originality. At times the expression of her views is exasperatingly vague—what, for instance, is the meaning of the following sentence selected at random from among a number which have proved equally baffling to the present reviewer : "To the genius because of the intensity of his vision, nothing is common, or because common ceases to arrest his attention, to pierce, to sting, to make him revise his former conjectures as to the meaning and inner life of things." ?—and too often the meaning, when disentangled from the mass of qualifications in which it is enwrapped, is trite to the point of obviousness. Miss Oakeley's cautious and detached method serves her best when she is dealing with some subject which is normally obscured by the partisan violence with which it is discussed. Thus her article on "German Thought: The Real Conflict," written in October, 1914, is characterised by a praiseworthy moderation of statement. But here the writer is embarrassed by the dilemma, in which so many English thinkers who subscribed to the Idealist or Hegelian view of the State as a real personality found themselves, of having either to disavow her former views on Political Theory or to deny that the Idealist Theory of the State had any relationship to the policy which led to the alleged aggression of Germany in 1914. She chooses the latter alternative, interpreting the issue underlying the war as a conflict as to "whether ideas have sway in life." It is to be inferred that Miss Oakeley means that the Germans were actuated by the Mechanist or Materialist view that they do not, though why the Mechanist view itself is not an idea, however erroneous, is not quite clear. After such an announcement it is surprising to find that the rest of this paper consists of a good and clear account of the distorted Idealism of writers like Treitschke, which not only animated enthusiastic students at the Universities, but ultimately found expression in the diplomacy and statecraft of Berlin, thus providing a convincing demonstration of the fact that, for Germans as well as for others, ideas and even ideals do have sway in life. Much the best paper in the book is the earliest, "On the Conditions of Genius," which ends with a warning to the cocksure scientist of the later nineties, intoxicated with the success of his natural laws, and the hint, particularly happy in the light of Einstein's work, that some incalculable factor may at any moment be discovered which will stultify the apparently impregnable position of Materialist science.

C. E. M. JOAD.

Prehistoric Britain

"EVERYDAY LIFE IN THE NEW STONE, BRONZE AND EARLY IRON AGES." Written and Illustrated by MARJORIE and C. H. B. QUENNEL. London, B. T. Batsford, Ltd., 94, High Holborn, 1922. Price 5s.

It is gratifying to all of us who are interested in the study of early men to find that publishers are now awakening to the new

field for enterprise that awaits them. Messrs. Batsford are to be congratulated on their enterprise in issuing such attractive books as their *Everyday Life Series* of books, the second volume of which is now before us. The authors have done their task well, and have reproduced faithfully what is currently accepted with regard to the pre-history of Europe. They have given the reader a good account of the various phases of culture that succeed each other, and have illustrated their argument in a very interesting manner. This book can confidently be recommended to the members of the Workers' Educational Association for the purpose of giving them some information about the historical succession of culture in Britain. But they are warned that the scheme presented here of the New Stone Age is likely in the near future to be entirely recast. We are coming to see that the first civilised men to come to Britain were not simple pastoral nomads. Indeed, the authors, when they tell us that these men cultivated the soil on terraces, themselves destroy that thesis. It seems certain that these early men were bringing with them a civilisation based on that of the Eastern Mediterranean, and that they came to Britain in search of gold, copper and so forth. The first civilised communities of this country were, in fact, mining settlements. A good account of the latest views on this topic is to be found in Mr. Donald A. Mackenzie's *Ancient Man in Britain*, which should be read in conjunction with this book.

Again, it is necessary to warn readers that the theory that early men were always fighting is groundless. It is a mere projection into the past of our own condition in Western Europe. We fondly imagine that, because our ancestors were engaged for centuries in cutting each other's throats, mankind must necessarily have always followed that pursuit. On the contrary, it can be shown definitely that man has become educated in modes of warfare. Take, therefore, the New Stone Age as being relatively peaceful, the Bronze Age as slightly warlike, and the Iron Age as opening the period of real warfare, and you have something like the real truth. In any case, do not fail to read this excellent little book.

W. J. PERRY.

The Miner's History

"THE MINERS' UNIONS OF NORTHUMBERLAND AND DURHAM." By E. WELBOURNE. Cambridge University Press. Cloth, 10s. 6d.

Many more histories of mining than of miners have been written. The historians of the past have always regarded the condition of the labourer as of much less importance than the scientific and commercial position of the industry in which he was employed. This fact is not peculiar to the mining industry ; hence the reason for the difficulty experienced by all those who have attempted to write the real history of the people of Great Britain. We therefore welcome another attempt to add to the historical information respecting an important section of the people.

I have to confess, however, that after carefully perusing its pages I am far from satisfied with the work, and have great difficulty in appraising its value. That it has a value no one can fairly deny, but anyone, like myself, who has been in close touch with the Northumberland Miners' Association for 50 years cannot but see how inaccurate it is in many of its details so far as Northumberland is concerned. Of Durham I will not presume to say anything. The value of the book lies in the general outline of the course of events, and the distinctive stages reached from time to time during the existence of the two Northern Miners' Unions. The dates of some of these stages in Northumberland, as given in the book, are not correct.

The writer falls into the common error of many others who do not understand the democratic character of trades unions, especially of miners' unions. He ascribes nearly all the policy and decisions of the unions to a leader. It is amusing to read of how Burt ordered this or that or refused that or this, as if he was some imperious dictator. Burt never assumed such a rôle. He was, first, the conscientious counsellor advising what he believed to be right whether it vexed or pleased his members. And, second, he was the faithful servant, loyally carrying out the decisions of his Association, whether or not these decisions accorded with his advice. Moreover, after Burt went to Parliament, at the beginning of 1874, he was seldom present when important decisions were arrived at and policies adopted.

It is always difficult for a writer, even an historian, to keep his own prejudices out of his pen. It is evident that Mr. Welbourne does not like the Minimum Wage Act, the provisions of which he does not seem to have mastered. He has even a greater dislike for the Miners' Federation of Great Britain, as shown in his reference to the entrance of the Northern Unions into that body. "Unconditional surrender" is a discourteous term and unjustifiable in the case. For years the representations of the Northumberland and Durham Unions had been meeting the federated miners' representatives on all conceivable questions touching mines and miners. The only thing that kept them apart, a position regretted much by both parties, was the Eight Hours Bill. After years of discussion we in the north decided to support the measure, and consequently there was no reason left why we should not join the larger body. This, in Northumberland, was decided on by a free and untrammelled ballot vote of the members. Personally, I was against it, but I can honestly say now that had I foreseen more clearly I would never have been in that position. The benefits reaped by the mining com-

munity in Northumberland under the Eight, and now the Seven Hours Act are so many that it is difficult to state them all.

At the end of the book there is an extremely useful bibliography giving the sources from which the writer drew his information, his principal source being the files of the *Durham & Newcastle Chronicle*. This being so, we can hardly expect the writer to have found very reliable data. Even in the present day we know how often garbled are the newspaper reports of the doings of trades unions, and how misrepresentative and sometimes unscrupulously unfair are their criticisms of trade union leaders when they differ with the policy advocated by these leaders. This being so at the present time, what can we expect from newspapers at a time when trades unions had scarcely a friend in the newspaper world?

The conclusions in some respects of the writer of this history of the Northern pitmen's unions are coloured by the source from which he gained his knowledge, and are truly—if I may be allowed to coin a phrase—Chroniclesque.

W. STRAKER,
General Secretary,
Northumberland Miners' Association

Language and Thought

'THE MEANING OF MEANING.' A Study of the Influence of Language upon Thought." By C. K. Ogden and I. A. Richards. London: Kegan Paul, Trench, Trubner & Co. Pp. xxxi., 544. 12s. 6d. net.

For the man who has some knowledge of psychology and of the history of thought, this book is likely to prove of great interest and value. It is a study of the uses and abuses of language, and of signs in general. But it needs closer reading than it would have needed had the authors taken more pains. They confess in their preface that they had no time to be more systematic in their exposition; but a reader's time ought also to be consulted.

Professor J. P. Postgate writes a most delightful introduction, which the reader who decides to tackle the book should begin with. He should turn next to Supplement II., by Dr. Crookshank, who deals with the abuses of language in the study of medicine, and then to Supplement I., by Dr. Malinowski, who brings light on the function of language from a first-hand study of natives in New Guinea. These parts of the book are a model of lucid and interesting presentation. Thus fortified, the reader will be in a position to study the outline of the argument of the book (382-391), and to settle on those chapters in which he is most interested.

Philosophy has been described as "the systematic misuse of a terminology invented for this very purpose"; and this is not far removed from the view of the present book. The authors study signs (of which words are an important type) in their active functioning. Words, like other signs, may either draw my attention to special *features* in a situation (their symbolic function), or express my *attitude* to features in a situation (their emotive function). It is when we confuse these two uses of signs, the authors think, that most of the errors arise that have given rise to philosophic discussion. If, e.g., I think, that because I express my appreciation of various things by the same word, "beautiful," therefore there is something in all these various things which can be called Beauty, and if I then proceed to discuss what Beauty is, I am guilty of supposing that an emotive sign is also symbolic; and then all those of us who make this mistake will fall into controversy as to the Meaning of Beauty, and the Philosophy of Art will arise.

Now Meaning is like Beauty. There are many signs that are meaningful, i.e., that evoke in us a particular attitude, but they have not in them anything that can be called Meaning. Thus the title of the book itself is an instance of a fundamental error, as is fully brought out by the authors. Perhaps it was with the purpose of driving this home that, between the chapter on "The Meaning of Beauty" and that on "The Meaning of Meaning" they insert a chapter entitled "The Meaning of Philosophers," as if Philosophers were as chimerical as Beauty or Meaning.

LEONARD RUSSELL.

The Oxfordshire Schools

"RURAL EDUCATION." By A. W. ASHBY and P. G. BYLES. With a preface by the Master of Balliol. Clarendon Press, Oxford. 2s. 6d. Pp. 227.

This report summarises the result of careful investigation into educational facilities in Oxfordshire. In considering the conclusions drawn concerning rural education, allowance must be made for the peculiarly disadvantageous social conditions of this county. Oxfordshire possesses few towns, little industry except agriculture; and its small, scattered, and sleepy villages hold a rather inferior type of inhabitants. Nevertheless the report supplies a valuable conspectus of rural conditions.

Part I. deals with elementary schools, including a section on continued education. Part II. describes provision made for adolescents and adults. In the earlier part the history, ownership and control, the buildings and equipment, the teachers, curriculum and discipline of the elementary schools are surveyed; and there are chapters describing the influence of economic and social life of the villages upon the health and conduct of the children.

The results are depressing. The accommodation for children and teachers is poor, the supply of school material and of books is very limited, and the teachers are handicapped in a score of ways. The rural workers display apathy, and even hostility, towards education; the teachers are intellectually isolated, and public support is meagre. The description of the home influences, the housing conditions, and the mental level of the Oxfordshire labourer present a dark picture. The children, it appears, though generally healthy, suffer from lack of sleep.

Many teachers express themselves satisfied with the curriculum in spite of its crowded syllabus. The curriculum is somewhat superficially dealt with in the report; there is little reference to the possibility of better methods of learning. Here, as elsewhere, however, the infant schools seem to be in advance of the main schools.

Less than 1 per cent. of school leavers in a year are assisted to attend secondary schools. Head teachers testify to the pathetic need for such help for their best pupils. Many schools lack playing fields, with a consequent absence of organised games and team work. Evening classes make little headway in competition with cinema or dancing; and technical instruction in agriculture is discouraged by the farmers. The county of Oxfordshire has spent less on higher education than any of the adjoining counties—themselves low in this respect. In spite of the efforts of the W.E.A. and of various local institutions, there is a general scarcity of educational facilities for adolescents and adults. And, as the Master of Balliol observes, these are necessary if elementary education itself is not to be mainly wasted.

It would be tragic if this were the whole truth, even of Oxfordshire. Slowly conditions are improving. The minds of the rural population, the authors believe, are far more open to ideas than they were 30 years ago. The economic position of the labourer is imperceptibly rising, and farmers are coming round to a belief in technical instruction. A new movement in adult education is on foot. The two chief needs are variety of occupation, and the forging of a link between the elementary school and continued education. The conclusion of this soberly written and profoundly disturbing little volume merit the study of all concerned with rural problems.

M. H. CARRÉ.

"HIGHWAY" QUERIES AND CORRESPONDENCE

The Capital Levy

To the Editor of "THE HIGHWAY."

DEAR SIR,—Mr. Birnie raises for discussion a question which he proceeds to answer. I wish to make some observations on his argument.

The war had to be paid for by goods in existence at the time. These goods were handed over by the people to the Government in the shape of either loans or taxes. Had they been taken entirely by taxation, the incidence of the tax would have had some rough proportion to the ability of individuals to pay. The goods obtained by loans reflected no such proportion: accordingly, certain individuals paid less than they would have had to pay, and others paid more than they would have had to pay if the whole cost of the war had been met by taxation. Those who paid more (by lending), enabled those who paid less (by taxation) to put capital into industry which otherwise they could not have put. This means that in effect subscribers to War Loan lent a part of their contribution for ordinary industrial purposes. In relation to interest on and the repayment of capital so lent these people are in no different position from that of any other person who has invested money in an industrial concern. Hence, whether by capital levy or repudiation the debt is extinguished, the ownership of industrial capital is simply transferred from one group of owners to another. The primary difference between the two methods is this: Repudiation effects the transfer without any regard to an equitable distribution of the costs of the war; the Capital Levy effects the transfer with deliberate intention to secure an equitable distribution, and one which is more likely to correspond in its incidence to that which would have occurred had all war expenditure been raised by taxation at the time than any such distribution in the future. The argument that repudiation is more likely to effect an industrial gain than the capital levy depends upon the assumption that war debt is held in greater proportion by the "non-producing" classes than is the wealth that would be taxed by the capital levy. For this assumption there is not a tittle of evidence. Indeed, there are many reasons, which I have not space to develop, for believing that repudiation would cause a very serious loss to industry.

Either repudiation or the capital levy would extinguish the Debt, but neither can remove the burden which the Debt represents. The goods which it stands for have been destroyed on the battlefields, and the country is permanently so much the poorer, except in so far as there is truth in the argument that such a loss calls forth greater productive effort than would without it have been realised. If this is what Mr. Birnie means when he says that the Debt is not extinguishable by the capital levy he is right, but he must include repudiation, and any other device, for getting rid of the Debt, in his statement. The essence of the capital levy plan is to redistribute the burden of war

costs (not to extinguish it) and so to mitigate the effects of that burden upon industry. Under a scheme of equitable incidence, the advocates of the levy propose to take from those whose incentive to production is declining or is relatively weak, and to relieve those whose incentive to production is relatively strong. No wealth or the command over it disappears in the process; it is merely transferred in greater or less degree, according to whether the holding of war loans does not or does coincide with ability to pay, as determined under the scheme. In the absence of any substantial receipts from reparations, which do more industrial good than harm, that is the most that can be done with the internal Debt by any device. There is no camouflage whatever about it. Whether the capital levy will fulfil its promise is another matter. What is certain is that repudiation cannot do so well.

Yours sincerely,

JOHN E. HIGHTON.

Netherby, Old Mearns Road, Clarkston.

April 2nd, 1923.

Philosophy of Mr. Keynes

To the Editor of "THE HIGHWAY."

DEAR EDITOR,

Your correspondent's letter shows that one cannot go far in Economics without trenching on the wider field of Philosophy—or at any rate that part of Philosophy which concerns the nature of man in relation to the Universe. I am grateful to him for the admission, and also for bringing out so clearly some of the economic implications of Mr. Keynes's particular brand of philosophic belief.

As I understand it, that belief differs in no essentials from that of another Cambridge philosopher and mathematician, Bertrand Russell, who expressed it all very eloquently in an essay which he wrote some years ago. "Brief and powerless is Man's life; on him and all his race, the slow, sure doom falls pitiless and dark. Blind to good and evil, reckless of destruction, omnipotent matter rolls on its relentless way." And—like Pascal—Russell goes on to depict Man as "proudly defiant of the irresistible forces that tolerate, for a moment, his knowledge and his condemnation, to sustain alone a weary but unyielding Atlas, the world that his own ideals have fashioned despite the trampling march of unconscious power."

Now, it is obvious that anyone who questions the soundness of this rationalistic belief lays himself open at once to the charge that in doing so he is merely committing the "pragmatic fallacy" of "fashioning ideals" which Nature or "the trampling march of unconscious power" will prove sooner or later to be untenable. The argument is formidable, but it can be turned back upon the rationalists, who use it. "Good," we shall say to them, "you may be right: on the other hand it may be that your belief represents merely an idealisation of man's place in the Universe—that you too—perhaps unconsciously—have been fashioning ideals which are supported less by science than by your own temperamental proclivities."

But suppose—only for the sake of argument—that the philosophic assumptions of Messrs. Russell and Keynes are *in fact* false, that Nature is not purposeless, and that Man is not (except when he deludes himself by fantastic fears) a weary Titan, endowed with "sinful" instinct, from which no escape is possible save into an artificial "heaven" of his own imagining. Suppose, in fact, that Nature in Man is learning (just as a child learns by the process of trial and error) to discover and to create with the minimum of waste and the maximum of result.

What would be the economic consequences of this old, nearly forgotten theory of Nature as the Master-craftsman and Man as the conscious instrument of Nature's accomplishment? For one thing, the law of diminishing returns, in the form which your correspondent states it, will have to go by the board. Neither philosophy nor science can dogmatically assert that the sources of energy for the sustenance of human life will (relatively to the capacity of mankind to conserve old, and to discover new sources of that energy) diminish to the point of exhaustion. In other words, the prediction is not justified that the race between conscious intelligence and unorganised matter is bound sooner or later to end in the victory of the latter.

Nor do I agree that, as regards the much more debateable point of the immediate applicability of the law of diminishing returns to the present and future state of Great Britain, your correspondent is necessarily in the right. Admittedly, the agricultural situation is perplexing. But I dare wager that if Henry Ford and a dozen like him were to be given *carte blanche* to grapple with the existing problem in Norfolk, they would neither throw up the sponge (like Mr. Bonar Law) nor fall back on the very doubtful economic expedient of Protection. It is a pity that your correspondent has not thought it worth while to read Henry Ford's book. If he had done so he would have made two discoveries. First, that Henry Ford is quite as much opposed as Mr. Keynes to the destructivist economic policy of Monsieur Poincaré. Secondly, that Ford's intimate knowledge of agriculture entitles him to a hearing when he asserts that by the rigorous application of scientific and business methods, that industry may be brought under the law of increasing returns.

My last reflection on your correspondent's letter is that the world would indeed be in a sorry plight if its choice among leaders were limited to Monsieur Poincaré and Mr. Keynes. Of ideals and their opposite, of illusions and disillusion the world, indeed, has had more than enough. The hope of the future lies

in men like Ford, who put their ideals into practice even before the ideal has had time to shape itself consciously in their minds. That is the only sort of idealism that is of any use at all, and it is as remote from the out-worn, academic creed of pragmatism as it is from the rationalism of Cambridge.

Yours, etc.,

24, Upper Wimpole Street,

April 2nd, 1923.

ARTHUR L. DAKYNS.

A Gift of Books

To the Editor of "THE HIGHWAY."

DEAR SIR,—I would like to thank Mrs. S. Kate U. Jones through your columns for a copy of "Life of John Viriamu Jones" (John Murray, 1921), which she sent all the way from England for our W.E.A. library. I can assure her that her book (for she is the authoress) will be appreciated by students.

Yours obediently,

197, Spey Street, Invercargill,

New Zealand, February 19th, 1923.

S. G. AUGUST,

Tutor-Sec., W.E.A.

The Appeal Through the Arts

To the Editor of "THE HIGHWAY."

SIR,—As the sunshine colours the flowers, so art colours life." Many must agree with Mr. Cole in your March number in wishing that a study of the arts should take a more prominent place in English education, while all lovers of pictures would certainly add the study of the history of painting to that of music and the drama, which Mr. Cole specially mentions.

It is strange that, while there is much provision for classes in drawing and painting from which only a small minority of adults can benefit, opportunities seldom exist for helping the general public to understand pictures; and yet it is for these the painter primarily paints, not for his fellow-artists, but for his fellow-men, his own generation, and, it may be, the generations that come after. The study of the history of painting, moreover, involves some appreciation of contemporary events, of architecture and the other arts, and of the writers and other great men, subjects of the portraits of the time. Thus we are brought in a most attractive way to a more sympathetic and personal understanding of other nations. The writer has had experience recently of the growing love for France and the French people that was the outcome of a class on the History of French Painting, and that was followed by a demand for classes on French Literature and French Drama.

Save in London and other places where some Old Masters can be seen it may be thought that an insuperable difficulty lies in the absence of illustrations, so necessary for such a class. Much, however, can be done by the many excellently illustrated books now available, books embodying the modern research in connection with all that can be known of the painters and their pictures. The course may well conclude with a lantern lecture, many slides giving a very real sense of the beauty of the pictures. Thus no village need hesitate to include the History of Painting among its courses, while the periodical trip to London will surely gain much by the inclusion of a visit to the great masterpieces that have been discussed.

We are speaking of adult classes, but surely much more should be done to develop the love of pictures natural to most children. Careful preparation, by talks beforehand of the pictures that will be seen, make a visit to the National Gallery a keenly anticipated treat. Children also take much pleasure in writing their views of a picture placed before them. "The wonderful part of the picture is that it is so simple," writes an elementary schoolboy with a reproduction of Gainsborough's "Blue Boy" before him. "He has a most beautiful expression on his thoughtful face. I would very much like to know what he is thinking about." Another child writes that she has put the copy of the picture won by her essay where she can see it directly she wakes in the morning.

"The Ministry of Art is the highest," said Mr. Moncure Conway, "because, when true, it awakens in man the emotions which lift him to the highest possibilities of his existence." Can we afford to neglect this aid to spiritual development as well as this source of the highest pleasure in the way we still do?

I am, Sir, yours faithfully,

Mary Ward Settlement,
Tavistock Place, W.C. 1.

EDITH NEVILLE,
Warden.

Education of Women

To the Editor of "THE HIGHWAY."

DEAR SIR,—Many of us who may be contemplating a long, difficult and perhaps tedious journey to the distant country of our ideals, wish that we need not start from here at all. In fact, we plan in our imagination to start from some point further on the journey, forgetting, very often, to make arrangements for covering the intervening distance.

I share the desire expressed by Mrs. Wootton in your March issue to see large numbers of working women in Tutorial Classes studying with men under the direction of sympathetic and understanding tutors. It will be a great day when we can embark at that point on our journey to Utopia. It seems to me, however, that at this moment an infinitely more vital problem for us is how to reach that Tutorial class point.

I am quite sure that women are no more inherently incapable of profiting by the Tutorial method than men, but they have a great deal of preliminary ground to cover. There is a silent majority outside, as well as a silent minority inside the Tutorial class movement, and the serious consideration and wise handling of their problem is not really the line of least resistance as seems to be suggested in Mrs. Wootton's article. I agree that encouragement to "seek a soft option in more passive forms of education" does not meet the case, but that is not how I read the report of the Adult Education Committee.

In my own experience the less formal activities of such bodies as the National Adult School Union and the Federation of Women's Institutes are far from passive. I have occasionally spent a week at one of the very simple summer schools organized by the Adult School Union, and have seen women surprised into an interest in Shakespeare, in art and in nature—women whose

whole horizon had apparently been bounded by the deadening task of making both ends meet on inconceivably inadequate incomes—women who had never thought of art or poetry as having the remotest connection with themselves. I have seen their newly awakened minds get to work on a play of Rabin-dranath Tagore's, have heard the eager questioning and discussion, and have had letters months afterwards, shewing that this power to think, once realised, has not been allowed to fall again into disuse.

Along quiet roads, such as these, we shall in time reach that point in the journey from which so many of us would like to start.

Yours sincerely,

GLADYS HARRISON.

11, Hayne Road, Beckenham.

April 17th, 1923.

STATEMENT OF POLICY.

The W.E.A. is a working class body in the sense, not that all its members are members of the working class, but that it is an educational expression of the Working Class Movement, and looks on education not only as a means of developing individual character and capacity, but as an equipment for the exercise of social rights and responsibilities.

It is non-sectarian in religion and non-party in politics, and its relations with other organisations are limited to such mutual activities as further its aims and objects.

To enable it to accomplish its purpose it co-operates, on the one hand, with the Board of Education, Scottish Education Department, Local Education Authorities, Universities and other educational institutions, and, on the other, with Trade Unions, Co-operative Societies, Political Parties and Organisations, Working Men's Clubs, Adult Schools and similar bodies. It accepts no responsibility for the activities of these bodies outside the particular activities for which it enters into co-operation.

ADULT WORKING CLASS EDUCATION.

The W.E.A. is of opinion that Adult Working Class Education can only succeed if the workers have full confidence in the education provided. This can only be secured if the workers feel that it is education which meets their needs and desires. It is therefore necessary for the Association, in dealing with this particular problem, to insist that this education shall be organised and largely controlled by voluntary bodies which possess the confidence of the workers.

Working class control does not imply the impressing of any particular doctrine on the students, but only the provision of the education which the students themselves desire. Nor does it involve dissociation from Universities and Education Authorities, for, while working class control is a necessary condition of success, the co-operation of these bodies is also required.

In considering the question of "control" it is necessary to distinguish clearly between control in the classes themselves and control over the organisation and provision of classes.

The classes themselves should choose their subjects of study, and the appointment of the tutor and the framing of the syllabus should be made with their co-operation and approval. The aim of the classes should be to study the subject of their choice in all its aspects. The classes are essentially a co-operative adventure, and depend for their success on full freedom of discussion and the mutual initiative of tutor and students.

The principal function of any public educational authority assisting in the provision of classes should be to assure itself, in association with the voluntary body concerned, of the standard of work done, and this without restrictions upon expression of opinion by tutor or students.

Success depends on getting the working class movement, through trade unions, co-operative societies, clubs and similar bodies, to feel that it is free to build up and control its own educational movement while working in co-operation with the educational bodies already referred to.

GENERAL EDUCATIONAL POLICY.

The W.E.A. stands for the broad principle of education free through all its stages, including University education, with full provision for medical and dental services and physical training. In the words of the Education Act of 1918, it demands "a national system of public education available for all persons capable of profiting thereby" and the making of such adequate provision as will "secure that children and young persons shall not be debarred from receiving the benefit of any form of education by which they are capable of profiting through inability to pay fees."

With a view to the development of such a national system it includes in its programme the following proposals:—

NURSERY SCHOOLS.

That an adequate number of free Nursery Schools be established, staffed by teachers who have special qualifications for the training of young children; that these schools should be mainly concerned with the cultivation in children of good physical habits and bodily health, and that play and rest, wherever possible in the open air should form an important part of the curriculum.

PRIMARY EDUCATION.

That compulsory full-time education begin at the Nursery or Primary School at the age of five and continue to the age of fifteen, and Local Education Authorities be granted powers to make bye-laws to raise it to sixteen. That education, during the full-time period, be reorganised so as to provide a Primary School course, followed by a Secondary School course: that it be compulsory for all Local Education Authorities to provide maintenance allowance to adolescents above the age of 14 where necessary. That the employment of children of compulsory school age, for profit or wages, outside the school hours during the compulsory full-time school period be prohibited. That the necessary steps be taken to reduce the size of classes to a maximum of forty with a view to a further reduction to thirty.

FULL-TIME SECONDARY EDUCATION.

That the number of Secondary Schools be increased and that all Secondary Schools be made free. That until full-time Secondary Education becomes universal provision be made for compulsory part-time Secondary Education for all young persons not in full-time attendance.

TEACHERS.

That a progressive scheme, providing for the gradual elimination of all supplementary and uncertificated teachers be adopted. That all schools be adequately staffed by duly qualified teachers, and that provision be made for all boys and girls entering the teaching profession to receive a University education. That teachers be given adequate leisure and professional freedom, and be not required to adhere rigidly to prescribed time tables or a fixed syllabus.

UNIVERSITY EDUCATION.

That Universities be made as easily accessible to the poor as to the wealthy, capacity alone being the condition of entrance. That until such time as free University education is provided, the number of scholarships, the value of each scholarship, and the method of selection, be such that no student shall be debarred by financial circumstances from becoming an undergraduate. That reasonable provision for University Tutorial Classes be made an integral part of the work of all Universities and University Colleges, and that a fair proportion of their resources be used for this purpose.

ADULT EDUCATION AND PUBLIC GRANTS.

That all National and Local Education Authorities pay such grants as are adequate for the development of University Tutorial and One Year Classes.

Scholarships for Tutorial Class Students Past and Present

The Central Joint Advisory Committee on Tutorial Classes desires to announce that £1,000 has been granted by the Cassel Trustees, through the C.J.A.C., to ex-tutorial and present tutorial class students who have had at least three years in a tutorial class. There will be ten scholarships to Ruskin College of £50 each and ten scholarships to Universities of £50 each. Nominations in the case of present students will be made through the tutorial classes concerned, and this note is designed especially to catch the attention of ex-tutorial class students who may not at present be in touch with a class. Any such student who wishes to apply should immediately ask his former tutor to send, with the student's application, a written recommendation to the Joint Committee concerned, and the Joint Committee will then forward both the application and the tutor's recommendation with their own comments, to the C.J.A.C.

FINGER POST NOTES

News and Notes from Districts and Branches

Scotland's Summer School

The third Scottish W.E.A. Summer School is to be held at Woodbank, Dumfries, July 14th to 28th. The subjects of study all relate to Scotland: "The Social and Political History of Scotland," tutor, G. P. Insh, M.A., D.Litt., F.R.Hist.S., Research Fellow, University of Glasgow; "Modern Scottish Literature," A. McGill, Esq.; "The Economic History of Scotland," W. H. Marwick, M.A., Van Dunlop Scholar in History, W.E.A. Staff Tutor. Dr. Insh has made Scottish History from the standpoint of the people's life his own subject. Mr. McGill has written a good deal about Scottish and Icelandic literature. Mr. Marwick has been doing some research into Scottish Economic History. The charge (including registration fee) will be £2 15s.0d. per week. The prospectus can be had on application to the Organising Secretary, Herbert E. R. Highton, 22, Lochleven Road, Langside, Glasgow. If there are any Englishmen wondering why Scotsmen run their country for them, they *might* discover the secret at this School.

Dr. L. J. Russell, who has acted as tutor to the Thornliebank W.E.A. Class since its commencement four years ago, has now received well-merited advancement in being appointed to the Chair of Philosophy at the University of Bristol. On the 12th April a social gathering of past and present students was held to say good-bye to Dr. Russell, and wish him well in his new sphere. As a small token of the really remarkable regard in which he is held by the class, an ivory-handled umbrella was presented to him. The Thornliebank Class has been one of the most successful in Scotland, and this is largely due to Professor Russell's charm of manner as well as his ability as a teacher.

Summer Term in Edinburgh

W.E.A. students in Edinburgh will be working as hard during the summer months as in the winter. Courses are to be held in Edinburgh University during the summer term, 18th May to 6th July, under the auspices of Edinburgh Education Authority and the Edinburgh Branch of the W.E.A. The classes are six in number:—

Botany, tutor, Mr. R. Stewart McDougall, M.A., D.Sc.; Tutorial Harmony Musical Appreciation, tutor, Mr. J. Petrie Dunn, Mus. Bac.; Geology, tutor, Mr. Robert Campbell, M.A., D.Sc.; Literature, tutor, Mr. G. Kitchin, M.A., D.Litt.; Practical Psychology, tutor, Mr. James Drever, M.A., B.Sc., D.Phil.

In addition to the course six lectures will be given on Wednesdays, beginning 2nd May. Subjects and Lecturers are:—

"Temples and Tombs of Thebes," Rev. Jas. Blaikie, F.R.A.S.; "Adult Education in American Universities," Professor Emeritus J. H. Muirhead, M.A., LL.D.; "Melodies with Varied Accompaniments," Mr. W. Greenhouse Alt and the Scots Choir of the Edinburgh Royal Choral Union; "Atoms," Sir James Walker, D.Sc., Ph.D., F.R.S.; "The Panama Canal—A Triumph for Public Health," Professor Meakins, M.D.; "The Guilds of Mediæval Florence," Mr. John Purves, M.A.

East Midland District

Crich Week-end School: Our second Easter School was a distinct success, representatives being present from all parts of the district. The discussions of the divisions of the general topic, "Social Justice," were unusually keen and interesting. The afternoon rambles over the Derbyshire hills and the evening social gatherings were thoroughly enjoyed, the school throughout resolving itself quite naturally into a family gathering.

The class work for the winter, except for odd classes, is now over, and we can report a general improvement in attendance and study work. Branch activities have developed considerably during the session, a number of the smaller Branches having undertaken quite interesting experiments.

Of special interest is the work of the Selston Branch, where an investigation into local history is creating a lively interest among the W.E.A. members and local residents.

West Midland District.

WEEK-END SCHOOLS.

Two most successful week-end schools were held at the Hall, Colehill Park, during March. The first (March 24th to 26) was held for W.E.T.U.C., members of whom over 40 were present; the second was held for four days at Easter, and was attended by 39 members. Excellent lectures were given.

DRAMATIC NOTES.

Birmingham Branch. The Playgoers' Club gave a first-rate performance of "The Romantic Age," by A. A. Milne, on March 23rd, in the Drill Hall of the University. The house was crowded, and showed much appreciation.

On April 14th the students of the West Bromwich W.E.A. Literature Class gave a very successful performance of a play entitled "Looking Forward," by one of their own members.

REPTON SUMMER SCHOOL.

The school will be held for two weeks, August 4th to 18th, at Repton School, Derbyshire, under the directorship of Professor

J. H. Muirhead, LL.D. The course of studies will deal with the Elizabethan period in its different aspects (historical, economic and literary), and will comprise a course of lectures on the "Elizabethan Drama," by Mr. W. Constable, M.A. The school will be visited by the President of the W.E.A. the Lord Bishop of Manchester, who will also give a lecture.

South-Eastern District

The Horsham (Sussex) Branch of the W.E.A. has just come to the end of another successful and busy session under the active presidency of Mr. W. Hamilton Fyfe, M.A. Among the many items of the programme for the session may be mentioned an extremely interesting lantern lecture on archaeological research in Germany, France and Italy by Mr. S. E. Winbolt, M.A., a lecture by Mr. C. M. Lloyd (of the London School of Economics) on "Unemployment and the Abolition of the Poor Law," which aroused much animated discussion, a Parliamentary evening to debate "State Purchase and Control of the Liquor Traffic," and an exceedingly well-attended lecture, entitled "Makers of Modern Thought," showing the power of modern journalism, by the editor of the *Daily Herald*, Mr. H. Hamilton Fyfe. Classes in French and Shorthand have been continued with success, while those for the study of the Psychology of Shakespeare's Plays and for Musical Appreciation and Theory have been very popular. The members of the class for Elocution and Voice Production gave a highly successful dramatic evening, which included the screen scene from "The School for Scandal," John Drinkwater's "The Storm," and a farce, "No Servants," by Gertrude Jennings.

The Philharmonic Society also gave a pleasing rendering of Mendelssohn's "Hymn of Praise" at the close of the session.

London District

Will individual members, branches, student-groups, and affiliated societies please note that the Annual General Meeting will be held in June? Agenda, giving date and place of meeting, will be issued later. Notices of motion and nominations for Chairman, Vice-Chairman, Treasurer, Auditor or Auditors, the representatives of the individual members of the Council, and six representatives of the Central Council, must be sent to the District Secretary, 16, Harpur Street, W.C. 1, not later than the third Saturday in May.

To the Annual General Meeting are invited:—

- All members of the District Council, who shall have no power to vote unless the same be delegated to them by their respective authorities or societies;
- Two representatives of each Branch in the area of the District, with power to vote;
- One representative of each affiliated body, with power to vote;
- One representative of each approved group of students, with power to vote;
- All the individual members of the District, with power to vote.

The Battersea and Wandsworth Branch intend to hold a combined whist drive and dance at the Battersea Town Hall, Laver Hill, S.W. 11, on Wednesday, May 23rd, at 7.30 p.m. Tickets, price 1/6, can be obtained from Miss D. N. Dalglish, 19, Nicosia Road, Wandsworth, S.W. 18, or the London District Secretary, W.E.A.

West Lancashire and Cheshire

The "Local Government" Tutorial Class at Bootle constituted itself into a "Board of Guardians" at a meeting after the conclusion of the Course, and received a deputation from the "Economics" Tutorial Class students on the question of "Unemployment." The event was most interesting and amusing. Mr. J. J. Clarke, M.A., the tutor of the "Local Government" Class, was present. Students of these Classes and their friends paid a visit on another occasion to the Liverpool Art Gallery.

The new Branch at Chester organized a successful social gathering at the close of the Class in "Psychology." Unfortunately the secretary who helped to form the Branch, Mr. H. Lloyd-Jones, has had to leave the city, and his valuable services will be missed. Mr. R. C. Penfold, 167, Chistleton Road, Chester, has been appointed to the position of Secretary.

Arising out of the W.E.T.U.C. Classes at Ellesmere Port, a new W.E.A. Branch has been formed in this centre with Mr. N. Percival, "Abbotsford," Wilkinson Street, Ellesmere Port, as secretary (*pro tem*).

The "Elocution" classes at Liverpool produced in the Balfour Institute Dickens' "A Tale of Two Cities," and the play was a big success, and was witnessed by a large audience. The class students have also given a number of small plays in the Domestic Mission Hall, and these also were well done. The new venture in Liverpool has proved so successful that a W.E.A. Dramatic Society is being formed.

A new Branch has been formed at Longridge out of an enthusiastic one year class in the subject of "Industrial History." Mr. J. J. Clarke, M.A., addressed the inaugural meeting, at which officers and Committee were appointed. Mr. W. Almond, 7 Cuthorne, Longridge, Nr. Preston, is the secretary.

As an experiment two W.E.T.U.C. local Committees have been formed at Crewe and Warrington.

A New Zealand Branch

The Invercargill Branch of the W.E.A. in New Zealand send particulars of the attendance of students during the session of 1922. There are four classes in literature in the district, one in History and one in Economics, and the average attendance of students is a very high one.

Other News for W.E.A. Members

Mr. E. C. Fairchild, Lecturer in Economics at Ruskin College, is giving a series of 15 lectures on "The Economic Policies of the Statesmen of the XIXth Century" on Tuesdays, at 7.30, at the Literary Evening Institute, Colverstone Crescent, Dalston, E.; on Wednesdays, at 7.30, in the Free Library, Cubitt Town, E.; and on Fridays, at 7.30, at the George Green School, East India Dock Road, E.

We have received the Summer Term programme of the Working Men's College, Crowndale Road, N.W. 1, now in the 69th year of its existence. The classes are arranged in five groups covering a wide range in Humane Studies (History, Economics, English, Classics and Law), Modern Languages, Mathematics and Science Art, Music and Elocution, and Special Classes. The College not only provides instruction in these varied subjects, but is a centre for many kinds of social activity, outdoor clubs, dramatic, scientific, literary and musical societies. The new term began on April 9th.

A lecture, entitled "Lessons from the New World to the Old," will be given by Professor W. Caldwell, B.Sc. Edin., Professor in Moral Philosophy at McGill University, Toronto, at the London School of Economics, Houghton Street, Kingsway, W.C. 1, on Thursday, May 17th, at 5 p.m. Admission free

Holiday Fellowship, Ltd. (General Secretary, Mr. T. A. Leonard) are proposing to open centres this year in the Black Forest, on the Lahn and near Dresden, as well as in France and Switzerland.

An interesting pamphlet, by Mr. Montague Fordham, has just been issued by the National Guilds League. It is entitled "Agriculture and the Guild System" (price 1s., P. S. King & Son), and contains suggestions for the rehabilitation of English agriculture, based on Mr. Fordham's wide experience of agricultural systems in different parts of the world. Mr. Fordham anticipates that if the British Government would follow the example of Poland, and give the necessary facilities, 200,000 British families could be reinstated in the villages of Britain and become self-supporting in a year or so.

LABOUR RESEARCH DEPARTMENT SUMMER SCHOOL.

The Labour Research Department Summer School this year will be held at Dunford House, near Midhurst, in delightful surroundings. A novel scheme has been adopted this year, by which intending students may select from a list of subjects given those in which they desire intensive study. The courses for which there is the greatest demand will then be arranged. The subjects suggested are:—Workmen's Compensation, Trade Union Organisation, Local Government Administration, Unemployment (possibly two courses (a) Existing Position, (b) Economic Theories), Development of Imperialism, Structure of Modern Business, British Working-Class History, Russian History since 1917, Economic Geography, Teaching Methods, Literature—a period, The Ancient World. The school will be held for two weeks, beginning 23rd June, and the inclusive charge for each week is £2 15s. 0d. Further particulars can be obtained on application to the Labour Research Department, 162, Buckingham Palace Road, London, S.W. 1.

BUXTON MEMORIAL SCHOLARSHIP, 1923-24.

One scholarship for a year's residence at Ruskin College, Oxford, is offered for competition amongst *bona fide* agricultural workers. The scholarship will be of the value of £135 (£100 College fees, inclusive of board, lodging and tuition, and £35 for the successful candidate's personal expenses during the year).

Candidates must be between the ages of 21 and 35 years. They will be required to sit an examination, which will be arranged to take place at the end of July in the candidates' own districts, and applications from intending candidates must be sent to Ruskin College on or before Saturday, June 25th.

This examination will be such as may be undertaken by any intelligent man who is interested in social, political and industrial questions.

The successful candidate will be required to take up residence on October 1st, 1923.

Enquiries for the form of application should be addressed to the Secretary, Ruskin College, Oxford.

The International Federation of Trade Unions have arranged for an International Summer School for young people up to the age of 18-19, at Tinz Castle, near Gera, Thuringia. A School for Adults is to be held at Brühl Castle, between Bonn and Cologne in August. Membership of the school is open to members of trade unions, co-operative associations and labour parties. The programme includes lectures on the international workers' education movement. Full particulars will be available, in due course, from the Education Section of the Bureau of the International Federation, 61, Vondelstraat, Amsterdam, Holland.

There is to be a conference and a public meeting on Penal Reform, at Toynbee Hall on May 4th, at 5.30 and 8.0 p.m., when Miss Margery Fry will be the chief speaker. Those *HIGHWAY* readers who saw Miss Fry's sympathetic article in a recent issue, and who find themselves able to be at Toynbee on May 4th, should make a note of the date.

THE BOOK ROOM

The Summer Months.

As our readers are informed elsewhere in *THE HIGHWAY*, this paper will not be published in June, July or August. The Book Room will not, therefore, be able to bring its services before you by means of advertisements and Book Room Notes in *THE HIGHWAY* during the summer. We hope that this does not mean that you will forget us. The summer months are always the quietest time of the year in the Book Room; they are the lean months that eat up the profits made during the busy winter.

Therefore, to each individual buyer, we say "That book you will want in the autumn—buy it now!"

To each Class Secretary, "If you know the textbook that your Class will take next session, secure the orders for them in the Summer." The Central Book Room Staff will give your orders the best care and attention at all times, but we can devote much more time and thought to them now than we could, with all goodwill in the world, in October. By ordering now, you will be able to balance the volume of work in the Book Room, and your students will have the opportunity of private study before the Class re-opens.

We have written to all tutors asking them to bring the Book Room to the notice of their students, and to let us know the names of the books that they intend to recommend their students to buy—for our guidance in buying stocks for the autumn rush.

It is often possible for supporters of the Association to help the movement by securing orders for the Central Book Room from other institutions with which they are connected. Any help in this direction would be greatly appreciated.

New Cheap Editions.

One new cheap edition is still on offer: Miss K. S. Woods' "**Rural Industries Round Oxford.**" This book contains, besides an examination of the general economics of rural industries, interesting descriptions of many old-world village occupations, such as osier cultivation and basket-making, broom-making, cooperage, needlework, lace-making, etc. These industries still afford employment to numbers of people, and in some cases might afford more. Published at 7/6 net, this book is offered to members and students of the W. E. A. and its affiliated bodies at 3/9 post free, but the cheap edition cannot be proceeded with unless a sufficient number of orders are received in advance.

The Book Room has now secured a further supply of the cheap edition of "**Incentives in the New Industrial Order,**" by Mr. J. A. Hobson—the original supply having been exhausted. The price is 2/3 post free. The author, title and price should alone suffice to sell a thousand copies.

Adult Education and Society.

London members will remember the lecture delivered by the Archbishop of York at King's College last January under the joint auspices of the British Institute of Adult Education and the London District of the W. E. A. The Archbishop has now written a paper based upon his lecture, and this has been issued by the British Institute under the heading **Adult Education and Society**. This can be obtained from the Central Book Room, W. E. A., price 3d. (fourpence post free).

"MODERN EUROPE."

The Book Room has purchased thirty second-hand copies of "**Modern Europe, 1789-1914,**" by Sydney Herbert. These we can sell at 1/9 per copy, post free. This is one of the best of the shorter books on the subject, and the price of a new copy is 3/- net. If you want to take advantage of this offer, please write at once.

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BOOKS RECEIVED

- An Economic Survey of a Rural Parish.* J. PRYSE HOWELL MILFORD. Oxford University Press. 1s.
- Agriculture and the Guilds System.* MONTAGUE FORDHAM. National Guilds League. P. S. King. 1s.
- Guild Socialism. A Syllabus for Class and Study Circles.* National Guilds League. 6d.
- More's Utopia.* Translated by G. C. RICHARDS. Basil Blackwell. 5s.
- Wages in the Coal Industry.* J. W. F. ROWE. P. S. King. 10s. 6d.
- Production.* GEORGE BELT. Herald League. 3s. 6d.
- Guilds and Co-operatives in Italy.* ODORE POR. Labour Publishing Co. 5s.
- English Country Life and Work.* ERNEST C. PULBROOK. D. T. Batsford. Cloth, 16s.
- The Falsification of the Russian Orange Book.* Baron G. VON ROMBERG. Allen & Unwin. Stiff boards, 2s. 6d.
- The Commerce of Nations.* C. F. BASTABLE and T. E. GREGORY. 9th Edition. Methuen & Co. 6s.
- Apprenticeship in Modern Industry.* G. W. THOMSON. The Guilds League. 3d.
- Insurance by Industry Examined.* JOSEPH L. COHEN. P. S. King. Cloth. 5s.
- Essays of To-day.* F. H. PRITCHARD. Harrap. Cloth. 2s. 6d.
- Man's Wants, Work and Wealth.* SUSAN CANNINGTON. Pitman. Cloth. 2s.
- From Despotism to Democracy. A History of Modern Europe, 1789-1923.* H. L. WILLIAMSON. Pitman. Cloth. 3s. 6d.

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CONTAINING THE

TWENTIETH ANNUAL REPORT

AND

STATEMENT OF ACCOUNTS

OF THE

WORKERS' EDUCATIONAL ASSOCIATION

for the year ending May 31st, 1923.

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UNSECTARIAN.

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ANNUAL REPORT.

For the year ended, 31st May, 1923.

A FEW years ago our Association was working in the full flow of a tide of enthusiasm. Naturally there was great progress. Now we are in the ebb. There is disillusionment everywhere. The new world seems as far off as before the war. Bad trade and unemployment put great difficulties in our way. It is inevitable that some sides of our work should have suffered a set back. But the most important and strongest elements still show not only vigour but growth. The figures which follow give more occasion for encouragement than for despondency. But bad times test grit; our real belief in education is on trial. It was easy to be enthusiastic in the days of exhilaration just after the war, but light-hearted enthusiasm accomplishes little. THE CALL NOW IS FOR REAL DETERMINATION AND STEADY WORK ON THE PART OF THOSE WHOSE BELIEF IN EDUCATION IS FIRMLY ROOTED. The Association can offer proof, as this Report makes plain, that it is able to answer that call.

The difficulties attending the work of the Association during 1922-23 have prevented the development of our activities at the rate which we have been accustomed to note in previous reports. The industrial depression causing unemployment and under-employment for many of our members and students and the economy policy resulting in the rationing of grants to our classes are two big factors which have hindered the growth of the movement. Under these circumstances, it would not have been surprising if we had to record a serious set back to our work. It is, therefore, all the more gratifying to be able to report that the numbers of branches as compared with last year has actually increased, although for financial reasons, the number of individual members shows a decline. The following figures will be of interest as an indication of the growth of the Association:—

	1906.	1914.	1920.	1922.	1923.
Branches and Student Groups	13	179	277	355	419
Affiliated Societies...	283	2,555	2,760	2,798	2,536
Individual Members (including Members of Student Groups)	2,261	11,430	20,703	25,698	24,360

Work in the Districts.

Eastern District.—Though the work of the Eastern District has been carried on under extremely difficult conditions the number of students has increased. Nine Tutorial Classes and 31 One-Year Classes were held, with a total student membership of 1,002. Northampton has made vigorous progress. Its Preparatory Class which met at the Trades Hall, was attended by 30 students, most of whom were members of the National Union of Boot and Shoe Operatives. Kettering had two Tutorial Classes, seven One-Year Classes and one study circle. Cambridge commenced its first Tutorial Class with most of the students drawn from the Railway Clerks' Association, and the Union of Post Office Workers. Bourne, Lincs., has had two One-Year Classes. A large number of public lectures, which have been very well attended, have been organised by many of the Branches, which were indebted to the Suburban Lectures Society for some of their lecturers.

The relationship with the Local Education Authorities is of a most cordial nature, and the District is specially indebted to the Norfolk Education Authority for its grant towards the salary of the Tutor of the Norfolk Group of Classes.

The financial position has improved, but greater efforts will be made during the coming year to place the District upon a self-supporting basis.

London District.—The year has been one of all-round progress in the London District. The number of individual members has increased from 503 to 619. Allowing for the transfer of 4 affiliations to the newly formed Kent District, the District affiliation strength remains stationary at 59, which means that loss due to amalgamations has been made good by new affiliations. 24 Branches are in operation as against 22 last year.

Much of the financial support that was obtained last

year by special effort on the part of the District has now become absorbed in the regular income, and increased contributions have, in fact, been received from all the constituent elements of the District—individual members, branches, affiliated societies and student-groups.

33 Tutorial classes and Study groups and 71 One-Year classes and Study groups have been organised this year. The presence of three advanced Study Groups on the Tutorial Class list marks the rise of a new phase of the work in London. Under the guidance of the staff tutor, Mr. G. D. H. Cole, a number of students have been pursuing a special piece of research in "Social History from 1760." Two other groups have been taken by Miss Hazlitt and Mr. Piercy respectively in Psychology and Economics. The arrangements made for the free admission of students who were members of the Advanced Economics Class to the internal University lectures at the London School of Economics in supplement to their tutorial class work was much appreciated.

What for practical purposes has been the first year's work of the London Divisional Workers' Educational Trade Union Committee has been distinctly promising. Six classes have been organised—a double shift Tutorial Class in Economic History, and One-Year Classes in French (2), Economics, Social History and Literature. All these classes have been almost entirely composed of members of particular branches of the Union of Post Office Workers.

A special course of lectures was organised for the National Federation of Professional, Technical, Administrative and Supervisory Workers on the problems of the professional worker, chiefly in relation to the control of industry and to public administration.

A special scheme has also been operated for the admission of approved Workers' Educational Trade Union Committee students to internal university lectures at the School of Economics and 9 members of the Union of Post Office Workers have so far been attending such lectures as well as receiving private tuition at the School.

East Midland.—The East Midland District has passed successfully through a somewhat difficult year. A new branch has been formed at Hugglescote and the student groups at Hathern and Ripley have been converted into Branches. The District has 23 Branches which have an individual membership of 1,113 and 130 Affiliated Societies. The District itself has 80 individual members and 23 Societies affiliated to it. The number of Tutorial Classes has increased from 31 with 700 students to 37 with 735 students. The number of One-Year Classes has also increased from 27 with 637 students to 28 with 790 students. The work reached a very high level and many classes are continuing their meetings during the summer months.

A Week-end School was held at Crich and was thoroughly enjoyed by all present. The subject was "Social Justice" and Professor R. Peers, M.A., Mr. C. A. Mace, M.A., and H. Cockerell led the discussions at each meeting.

Four Shift Classes were arranged by W.E.A. Branches specially for members of unions connected with the W.E.T.U.C. A very successful Week-end School was held at Nottingham, addressed by the Hon. Bertrand Russell and the General Secretary.

The work in Loughborough and District under the general supervision of Mr. G. K. Grierson, M.A., has developed, 7 Centres and 9 Classes being organised through the Sub-Joint Committee of Loughborough College during last session.

West Midland.—The severe industrial depression and the economy policy has prevented the proper development of the general work of the district. There has been an increase in the number of Tutorial and One-Year Classes, but a slight decrease in the number of Study Circles. The demand for Tutorial and One-Year Classes was greater than the funds at the disposal of the University of Birmingham Joint Committee and the District could meet, which is a sure indication that considerable development in class work could be undertaken were it not for the short-sighted economy campaign.

The number of Classes and Study Circles was 83. There were 23 Tutorial Classes, an increase of 3 over last year, 48 One-Year Classes and 12 Study Circles with 1,826 students in all. The number of Public Lectures has increased from 176 to 190.

There are 30 branches, with 1,637 members and 116 affiliated societies in the District. The District itself has 100 individual members and 3 affiliated societies. The decline in branch membership is due very largely to bad economic conditions. When better conditions prevail there is no doubt but that the branches will make a considerable advance. One feature of the work has been the large number of Natural History Rambles, Musical Evenings and Dramatic Performances which have been arranged. The increase in the number of Dramatic Clubs among the branches is an interesting development.

Three Week-End Schools, two in connection with the W.E.T.U.C., were arranged at which over 100 students attended.

The work in connection with the W.E.T.U.C. has made a considerable advance during the past year. The two week-end schools, addressed by Messrs. Andrews, Hamilton and Milligan were greatly appreciated by the members of the affiliated unions. A larger branch membership and more adequate finance to the District is urgently required if real progress is to be made.

North Eastern.—The individual membership of the District has decreased from 107 to 101, and the number of district affiliations from 122 to 111. The number of branches has, however, increased from 19 to 22. The branches have 694 members and 87 Affiliated Societies. New branches have been formed in Cockermouth and Aspatria.

The number of Classes which began the Session was 82, 79 of which completed their courses. Last year the number was 101. The number of students was approximately 1,800 as against 2,000 last year.

The economy campaign has had a bad effect upon the class work. The District received demands in Durham County for 72 One-Year and 19 Tutorial Classes, but owing to lack of adequate finance only 32 One-Year classes in addition to the 19 Tutorial Classes were recognised by the L.E.A. The total effect on class work was that out of 127 Classes organised, the demands of only 82 could be met, thus depriving approximately 600 working-class students of the opportunity to study subjects of first-class importance.

We are glad to report that the scheme of joint work with the Northumberland Branch of the Club and Institute Union is now definitely established and two very successful classes were organised, the attendance at one—the Seaton Terrace Class—reaching the high percentage figure of 93. The scheme in conjunction with

the Durham County Branch of the Club Union is still working satisfactorily. Twelve Classes were held, four of which were Tutorial Classes.

The work in connection with the W.E.T.U.C. makes steady progress. While hitherto Classes have been mainly confined to members of the Iron and Steel Trades Confederation, this year saw very successful Classes organised for the U.P.W., while members of all three unions attended W.E.A. Classes.

A Week-end School was held in Hatfield College at which over 80 students attended. Eighteen Summer School Scholarships were awarded to students attending Saltburn and Holybrook House Summer Schools.

The financial position is not so good as formerly. The District expenditure was nearly £1,000 as compared with £885 last year, whereas the income was little more than £900. The North-East has been very badly hit by the trade depression and under these conditions it may be considered an achievement to have secured over £900 from voluntary sources.

North Staffs.—This is the second year of the North Staffs. District, which developed out of the North Staffs. Adult Education Committee. The District has five branches which have 93 individual members and five affiliated bodies. There are, in addition, 42 individual members, 7 societies and 25 student groups, connected with the district itself. Seven University tutorial classes, and 20 one-year classes were organised during the session. Advanced groups, mainly composed of tutorial class students studying Philosophy, were organised at Stoke and Tunstall. Short courses and many public lectures attended by large and appreciative audiences were arranged. The work of the resident tutor, Mr. D. A. Ross, has been extremely valuable. In addition to his tutorial classes he has undertaken lectures in connection with the educational scheme of the North Staffs. Branch of the Working Men's Clubs and Institute Unions. The Women's Section has been active, especially in co-operation with the Co-operative Women's Guilds. To meet the new demands with which it will inevitably be faced, the great needs of the District, are a supply of tutors to lead the One-year Classes, and a larger number of individual members to place the District on a sounder financial basis.

North Western.—The work during the year shows a gratifying expansion. Pioneer work has been done in the formation of classes in new centres at Ashton-under-Lyne, Buxton, Dove Holes and Northwich. A revival of work has taken place at other centres. Though the District is mainly industrial there are also many rural areas where it is hoped to develop educational activity.

The number of Tutorial Classes is 31, an increase of 1; the number of One-Year Classes 29, an increase of 5. The increase in the number of students amounted to 20 per cent. A very good standard of work has been achieved; the attendance percentage, in particular, for most of the Classes was very high. The kind of subject studied is broadening out considerably, Psychology and Literature especially finding many followers.

The District has 30 branches and 4 student groups with an individual membership of 1,777 and 257 societies. The affiliations direct to the District number 53 with 130 individual members.

The work of the W.E.T.U.C. steadily progresses, but one of the difficulties hampering the formation of classes is the shift system which is worked in all the trades whose unions are connected with the scheme. However, opportunities for study have been provided in W.E.A. classes and special classes arranged for branches of the unions.

The relationship of the District with the branches of the Working Men's Club and Institute Union has been most cordial. Many of our branches find that the Clubs are the most active of their affiliated societies, and every facility is given to the District to develop educational work within the Clubs.

The reception given by the Vice-Chancellor and Council of the University of Manchester was attended by no less than 850 student members, who heard an inspiring address from Sir Michael Sadler on "A Liberal Education."

Southern.—The District has now completed one full year. The "economy" policy adopted by the Board, coupled with the severe industrial depression, has made development difficult. The District has 10 branches with 472 members and 95 affiliated bodies. The affiliations to the District direct has declined owing to the financial difficulties of the Co-operative Education Committees in the south.

Three tutorial classes with 45 students and 14 one-year classes with 406 students were organised, an increase of 35 students over last year. The assistance of Mr. F. W. Cuthbertson, who has given full-time service to the District since September, has been extremely valuable. Two week-end schools on "The project of a Capital Levy" were held and were highly successful in stimulating an interest in the work of the District among people who could not be reached by the ordinary methods. A large number of demands for classes have been received from rural and industrial areas, which, however, cannot at the moment be satisfied owing to inadequate finance.

Two classes were held specially for the members of the Unions connected with the W.E.T.U.C. and did useful work. In addition other members of the Unions were students in W.E.A. classes.

The Summer School arranged to be held at Frankfurt-on-Main, Germany, and which promised to be highly successful, had to be abandoned owing to travelling and other difficulties. Arrangements have, however, been made to transfer the School to the Brussels Labour College.

South Eastern District.—Now that the area of the administrative county of Kent has become a separate district, the South Eastern District is confined to the counties of Berks, Bucks and Oxfordshire, East Sussex and parts of Surrey.

The number of branches in the District is 30, with 2,510 individual members and 119 affiliated societies. The district itself has 180 individual members and 13 affiliated societies. There were five Tutorial and 19 One-Year Classes organised with a total student membership of 602. These figures, of course, show a decrease, as compared with last year's, on account of the formation of the Kent District.

The new Tutorial Class at Witney, led by Mr. T. W. Price, was remarkably successful, both as regards essay work and attendances.

The Bucks Federation still continues to do good work and a new Federation has been formed at Berkshire. In East Sussex we are hoping to make considerable headway during the year, as the signs are promising for a revival of educational work in that area. A large number of public lectures were organised by the Branches.

Kent District.—This District was formerly the Kent Federation and has been formed out of the South-Eastern District. It covers the administrative area of the County of Kent. The District has 24 branches which have 29 affiliated Societies and 698 individual members. Five Tutorial Classes with 114 students and 11 one-year classes with 464 students were organised during the year. The resident tutor, Mr. G. L. de Vere, in addition to his class work, has given a number of lectures and short courses at rural centres. The signs are distinctly promising for a revival of rural activity next year.

A Rural Workers' Week-End School was held at the Hill Farm, Stockbury, where three lectures were given on "Kent History," "Denmark, the Land and the People," and "Root Systems." The lectures were attended by many people from the village, in addition to the selected students.

The social side of the District, which includes inter-branch visits, rambles, and social gatherings, is being well developed.

South Western District.—The progress of the movement in this district has received a check during the past year, due to adverse economic conditions, the re-action against education, and the rationing of grants.

The number of classes organised was 31—23 one-year classes and 3 tutorial classes. The number of students, has declined slightly from 1,178 to 1,166.

There have been two directions of interesting types of development during the year: one, the conduct of successful classes for postal workers and railway men at Exeter and Newton Abbot under the leadership of ex-students; and the other the formation of dramatic groups at Newton Abbot and Plymouth. In all cases the results were very satisfactory and they indicate lines of advance in the larger centres.

Finance is still uncertain and the District has been dependent on the Centre for a grant of £120. This, however, represents an improvement as it is a smaller sum than has been needed in any previous year. A very gratifying feature has been the increased willingness of the branches and student-groups to shoulder their financial responsibilities. This year they have contributed over £92 to the District and over £11 to the Centre—an increase of £29 on last year's payments.

All the Local Education Authorities in the area continue to support the Association; and despite official circulars there has been no diminution of grants.

Efforts have been made to develop the work of the W.E.T.U.C., and a fair amount of propaganda has been done. The organising machinery has been improved, and when conditions are more favourable, there should be an increase in the number of students in succeeding years.

The most important development of the year has been with respect to the organisation of the District Association. At the end of 1921-22 the district was informed that the Central Executive Committee could no longer be financially responsible for the full maintenance of the organisation and that the local members and branches would have to set up a district council to take over the financial liability. Various meetings of representatives from the three federations in the district were held to consider the position and, after the Central Executive Committee had stated that a grant of £120 would be made for 1922-23 and a grant of up to £200 for 1923-24, the representatives decided to accept the responsibility of maintaining the district organisation on its existing basis. A Constitution, providing for a district council to be composed of five representatives from each federation, was adopted and Officers and a Committee were appointed.

Western.—In view of the great difficulties attending the work during the past year there is cause for satisfaction in what has been accomplished. The number of Tutorial Classes has increased from 7 to 10, with 264 students, the number of One-Year Classes from 33 to 39, with 1,327 students. The Branch membership shows a decline from 3,090 to 2,444 members, and the number of Affiliated Societies has dropped from 203 to 166. The main reason for this decline in the case of members is unemployment, and stringent financial conditions prevent societies from re-affiliating. The increase in branch subscriptions is also a contributing factor.

A number of short courses were arranged in Gloucestershire, from which it is anticipated that One-Year Classes will follow next year. The Single Lecture is still a popular feature with some Branches. The number of branches organising summer rambles on the lines of Bristol and Swindon is steadily increasing. The second Summer School, at Bristol, was an unqualified success.

A Divisional Committee of the W.E.T.U.C. has now been set up in the Western District. This has had the effect of stimulating interest among the members of the various unions in the work of the District.

The financial condition of the District is not so good as formerly. Last year there was a balance in hand of £42. There is now a deficit of £17 on the year's work.

West Lancashire and Cheshire.—There has been an increase in class work in West Lancashire and Cheshire, though the restrictions imposed upon Adult Education generally have hampered the District.

The number of Tutorial Classes has declined, but the number of One-Year Classes has increased. The organisation of the District still continues to improve and this year greater attention was given to the organisation of new branches which have been formed at Chester, Longridge, Ellesmere Port and Ashton-in-Makerfield. An attempt at a revival at Shotton and Barrow has had good results. The following table illustrates the growth of the District, both in regard to Classes and Branch work.

	1918-19	1919-20	1920-21	1921-22	1922-23
Tutorial Classes ...	18	21	28	38	34
One-year Classes and Study Groups	—	5	22	22	32
Branches ...	12	12	21	21	27
Societies Affiliated to the District...	4	6	8	9	6
Individual Members of District ...	14	31	81	74	81

The decline in the number of Affiliated Societies is entirely due to lack of finance.

The work of the W.E.T.U.C. during 1922-23 has been satisfactory. Two Tutorial Classes have completed their third year, and one new Class has been formed. In addition four One-Year Classes were organised. Two local W.E.T.U. Committees have been formed at Crewe and Warrington. Fourteen students attended the Bangor Summer School, and the District itself is organising a Summer School at Chester, which is receiving generous support from the University Joint Committee.

Successful Conferences protesting against the economies in education have been organised.

The financial position has improved although developments of the District have necessitated an increased expenditure. The decrease in branch contributions is due to a large number of members being unemployed.

Yorkshire.—The Yorkshire District has come through the difficulties of the past year as well as, if not better than, any voluntary organisation of the workers in its area. The main reason for this, is probably the nature of the district organisation which co-operates readily with educational and other bodies and aims at the creation of Joint Committees constituted expressly for the purpose of financing teaching and lecturing work. In this way the responsibility for educational work is widely distributed. During the year, 48 branches and 23 student groups have continued their activities—the same number as last year. There has, however, been a reduction in the recorded number of individual members of the branches which is due in part to economic conditions. The total number of classes which met regularly during the session (counting shift classes as two), was 148; of these 72 were Tutorial Classes. Very successful Holiday and Week-End Schools were held at Castle Howard, Ingleton and Scarborough.

A new branch of activity has developed through the scheme, made possible by a very substantial grant from the Miner's Welfare Fund, for providing courses of lectures in mining areas. The subjects drawing the largest audiences have been Natural History, illustrated by lantern slides and Appreciation of Music, illustrated by musical selections.

The new scheme of organisation, *i.e.*, Sectional Councils in place of one District Council, has been in operation for one year and it is pretty clear that this method will prove very effective as a means of organising the district.

It is with the deepest regret that we record the fact that the district will shortly lose the services of Mr.

G. H. Thompson, who has been District Secretary since 1913. Mr. Thompson's resignation does not take effect until September. No man has done more than he to develop the work of the Association in Yorkshire, and it is largely due to his tireless energy that the Yorkshire District holds its present proud position in the Association. We deplore the loss of Mr. Thompson's services to the movement in this country, but he will carry with him to New Zealand, to which place he is going in September, the good wishes of the Association and all who care for the advancement of working-class education.

The Central Council at its meeting on July 28th, unanimously adopted a resolution of appreciation of Mr. Thompson's services. This resolution is contained in the Appendix to this Report.

Scotland.—The task of the W.E.A. in Scotland has been to maintain its position in face of the accumulative effects of two-and-a-half years of unprecedented economic depression. One great difficulty in the way of adequate finance for Classes is that all aid from public funds comes through the L.E.A.'s, which of course is not the case in England. The effect of this, in conjunction with the education cuts, is seen in the reduction of the number of Classes. In 1921-22 there were 64 Classes with 3,252 students. In 1922-23 there were 58 Classes with 2,835 students. An improvement, however, was distinctly noticeable towards the end of the session and there is no doubt an advance will be made next year. The number of Branches is 13, the same as last year, with an individual membership of 2,650, an increase of nearly 1,000, and 106 Affiliated Societies, a decrease of six, which is due to the industrial depression affecting the finances of organisations previously affiliated. The Scottish Council itself has 27 individual members and 14 Affiliated Societies representing an increase in both cases.

The work of the W.E.T.U.C. has advanced. Well over 200 members of the unions concerned in the scheme attended classes and two Week-end Schools, which were remarkably successful, were held.

The Annual Conference on Adult Education was held in Glasgow and over 300 delegates attended. The Conference was addressed by the President and his visit has helped to strengthen the feeling of unity between the W.E.A. in England and Scotland.

The finances of the Council are not in such a good condition as last year, when there were no liabilities. This year there is a deficit on the year's work and a liability of about £60 has been carried forward. This liability, however, is mainly due to the expansion of the work and not to a reduction in the income of the Council.

Wales.—Some progress in the direction of putting the district upon a more satisfactory financial basis has been made. This has been largely due to a generous donation of £300 from the Cardiff University Settlements Association. The problem, however, of making the district self-supporting is still engaging the serious attention of the District Council.

The restriction on the total grant available in respect of the classes has resulted in a decrease in their number. In 1921-22, there were 57 Tutorial and 40 One-year Classes. In 1922-23, there were 56 Tutorial and 34 One-year Classes. Seven of the Tutorial Classes were organised for Shift Workers. The total number of students was approximately 2,000. A considerable amount of work has been done among iron and steel workers. A large number of public lectures were organised, including a series on "The Work of the League of Nations."

The District has been active in arranging a number of meetings among working-class organisations, where addresses were given on the aims of the Association.

The departure of Dr. Stanley H. Watkins to Exeter, will be a serious loss to the district, but not to the movement as we are quite sure he will help forward the work in the South-Western District.

Bangor.—The school was held in the **Summer Schools.** University College of North Wales, Bangor, from July 8th to August 26th. Professor G. W. Daniels was again the Supervisor of Studies. The number of students in attendance was 79 men and 39 women, four more than last year, but a decline on the record year of 1920. Unemployment considerably affected the attendance. A large proportion of the students were drawn from classes conducted by the University Joint Committees of Liverpool, Manchester, London and Wales. In addition there were visitors from India, Denmark and Japan, an indication of the growing interest taken in the School by the peoples of other countries.

A feature of the school was the seminar groups arranged each week for study in Industrial and Social History, Economics, Psychology and Literature.

Special lecture courses for members of the unions connected with the W.E.T.U.C. were given by Mr. A. E. Heath, M.A., and Professor H. Clay. Excellent opportunities, which were taken advantage of by the students, were provided for private study. The Iron and Steel Trades Confederation granted 38, and the U.P.W., 9 scholarships to their members.

The organised excursions and the evening socials were greatly appreciated by the students and added considerably to the success of the school.

Bonskeid.—The second Scottish W.E.A. Summer School was held at Bonskeid, Pitlochry, from August 5th to 19th. Lectures were delivered on the "Social and Industrial History of France and Germany in the 19th Century," "English Literature of the 19th Century," "Modern Social Theory" and "Geology—with Field Work." The number of students was not so large as last year, owing partly to the fact that the school was held later in the year. Good work was done by the students. The social and recreative activities were well looked after.

Bristol.—The second Summer School organised by the Western District was held at Bristol from July 29th to August 12th. The School was an unqualified success, the number of students attending showing a gratifying increase over last year. Courses in "Human Geography," "English Literature," "Psychology" and "Social Economics" were provided. The programme also included special evening lectures and organised excursions. The social side was very satisfactory and well appreciated by the students. The President of the School, Dr. C. Lloyd Morgan gave two lectures on "Memory." Mr. W. W. Jervis was again Director of Studies.

Canyng Hall, one of the University Hostels, was again placed at the disposal of the School.

Cambridge.—The Cambridge Summer School was held at Cheshunt College from August 5th to 19th. The students numbered 31, who came from all parts of the country. Lectures were given on "Social Psychology," "Modern English Literature" and "Economics." In addition to the lectures special attention was given to private tuition. A very enjoyable time was spent in company with students from other summer schools meeting in Cambridge. The social spirit was well maintained.

Canterbury.—The Summer School, which was held at Canterbury from July 29th to August 8th, was a great success, though the number of students attending was not so large as last year. A course of lectures on "Mediæval England" was delivered by Mr. R. H. Snape, M.A., whose treatment of the subject was inspiring and stimulating. The reading of "Henry VII." was excellently done and thoroughly enjoyed by all the students.

London.—The London Summer School was attended by a larger proportion of W.E.A. students than was the case during the previous year.

General lectures were given on four successive Saturday afternoons at the London School of Economics,

the University of London (South Kensington), University College, and Bedford College respectively, Mr. A. E. Zimmern lecturing on "Europe and America," Dr. J. H. Jeans on "The Universe revealed by Modern Astronomy," Sir William Beveridge on "The Civil Service and its Critics," and Dr. E. Barker on "Political Thought in England." Tutorial Classes were held during the evenings in Economics, History and Political Science, Psychology, Literature and Art, and Natural Science. This was the first occasion on which Natural Science was given a place in the general lectures, and much interest was shown in Dr. Jean's lecture. The social side of the School was well provided for. The Tobias Matthay, W.E.A. Dramatic Group, under the leadership of Mr. Duxbury, more than maintained its excellent reputation by a first-rate performance of Masfield's "Tragedy of Nan."

Oxford.—The 13th Annual Summer School was held at St. John's and Balliol Colleges from July 8th to August 19th. The School was attended by 74 men and 20 women, a decline on the previous year, due in the main to unemployment. "Modern History" with special relation to the Victorian Era was taken as the subject. The period was treated with relation to its various aspects, *e.g.*, political history, economic history and theory, political philosophy, literature and science. The programme was divided into three periods, each covering two weeks each. The period in the first two weeks was from 1815 to 1851; in the second two weeks from 1851 to 1870, in the third from 1870 to 1899. Special arrangements were made for students to take certain subjects not included in the main programme.

The tutor's reports indicate that a very high level of study was well maintained, due, in the main, to the additional opportunities provided for individual tuition.

Visitors from abroad lectured to the students, entered thoroughly into the life of the school, and gave valuable help in many ways. The usual social amenities were well maintained.

Repton.—The Summer School organised for students in the Midlands was held at The Hall, Repton, from August 5th to 19th. Thirty men and 27 women attended, a reduction on last year, due to the school only being held for two weeks. The subjects studied were: "Industrial History," "Economics," "Psychology," "Philosophy" and "Literature." In addition, the Director of the School, Professor J. H. Muirhead, gave two lectures. While full attention was given to class work, advantage was taken of the excellent facilities provided for social and recreational activities.

Saltburn.—The fourth Summer School was held, as in previous years, at the Towers, Saltburn-by-the-Sea, and it was generally agreed it maintained the excellent standard of previous Schools. The accommodation, consisting of The Towers, St. Hilary's and St. Katharine's, proved quite adequate, and, as the students' reports without exception show, was very satisfactory. The number of students in attendance at the School was as follows: Men, 104; Women, 40; Total, 144.

The difficulty of adjusting the desires of those students who wished to give more time to private study and less to attendance at lectures, and those who wished to have more time in the lecture room and give less to private study has been satisfactorily overcome.

The number of applications for the Music Course was not so high as last year. The facilities for assisting advanced students to prepare themselves to take One-Year Classes and Study Circles, was taken advantage of by many advanced students. The tutors' reports show that the essay work still reached a high standard. The Biology students were very keen on their laboratory work of drawings and experiments, which take the place of the ordinary written essay work.

The social side was still strong and the general opinion of old students was that this school was the most enjoyable that has yet been held.

During the year important developments have taken place in the organisation of the **The Workers' Educational Trade Union Committee**. 16. With the exception of Wales, where it has been necessary to set up two Divisional Committees, all other W.E.T.U.C. Divisions cover the same area as W.E.A. Districts, and all the **Unions** affiliated to the W.E.T.U.C., other than the **Association of Engineering and Shipbuilding Draughtsmen**, are now represented on these Committees. The Railway Clerks' Association has adopted a scheme similar to that of the Iron and Steel Trades Confederation and the Union of Post Office Workers, viz., the remission of fees, the provision of week-end schools, and scholarships to summer schools. The U.P.W. has also allocated £40 to the provision of scholarships to the London School of Economics. Nine of these scholarships were taken up at the beginning of the last term of the session and will be continued during the session 1923-24.

Several Divisional Committees have reported the formation of Local Joint Committees. The Association of Engineering and Shipbuilding Draughtsmen have decided to remit the fees of any of their members attending approved classes and to provide a limited number of scholarships to the London School of Economics.

Industrial depression; the "shift system," which operates extensively in the Iron and Steel, Railway and Postal industries, and the "rationing" of grants in aid of adult education, have prevented many students from joining classes. These difficulties, however, have not prevented a satisfactory increase in the number of students who have qualified for the remission of fees, and a considerable increase of interest, both on the part of the students and the Trade Unions concerned.

At its Annual Meeting in September, 1922, the Trades Union Congress received from its Joint Education Committee a further report outlining a scheme for the co-ordination of existing workers' educational organisations and residential colleges, with a view to assisting in setting up a co-ordinated workers' educational organisation that will be accepted by the Board of Education, and other public bodies concerned as being a recognised education authority for the education of the adult and adolescent members of the working-class movement. The Report also foreshadowed an educational levy on the whole trade union movement for this purpose. As immediate practical steps in this direction, the Congress "has empowered the General Council to take over Ruskin College, Labour Colleges, and the W.E.T.U.C. as soon as satisfactory financial and other conditions can be agreed upon." The Joint Education Committee, acting on this decision has met representatives of Ruskin College, The Labour College, the W.E.T.U.C., W.E.A., Scottish Labour College, and the National Council of Labour Colleges in Conference, as a result of which representatives from each of these bodies have been elected to serve on the Joint Committee in an advisory capacity.

The General Secretary of the Association still continues to serve as Joint Secretary of the Committee with Mr. Fred Bramley, Assistant Secretary to the General Council of the Congress.

New South Wales.—The progress of the **W.E.A. Overseas**. Tutorial Class movement in New South Wales has been hampered by the restriction of Government grants. This is, the first time that the New South Wales Government has allowed the "Economy" argument, so well known to us in England, to obstruct their support of the W.E.A. As a result there were fifty-two classes

held in the State, an advance of only two on the previous year. The number of affiliated bodies has been reduced by three, chiefly due to financial considerations. Nevertheless the position of the W.E.A. in New South Wales remains very strong, both with labour and educational authorities, and the prospects, apart from financial limitations are excellent.

South Australia.—The movement in South Australia is steadily growing. Seven old tutorial classes continued their work during the year and three new classes were formed. The demand from the country centres is greater than ever, but shortage of funds will be a very big barrier preventing the formation of new classes and the development of the work in other directions. The Association was responsible for organising a conference on "Self Government in Education," which attracted much attention from educationalists.

Victoria.—The W.E.A. in Victoria now has an individual membership of 585 with 14 affiliated societies. During the year 21 classes with about 600 students were organised. Public Lectures to the number of 28, with a total attendance of 3,330, and three conferences with a total attendance of 930 were arranged.

New Zealand.—It is encouraging to report the further expansion of the movement in New Zealand. In 1921 there were 70 classes with less than 2,000 students. In 1922 there were 72 classes with a total enrolment of 2,509 students. The Canterbury centre has held a Winter School on the West Coast, and a Summer School at Little River.

A new departure was made in Auckland by the appointment of a permanent tutor. As a result there has been an increase in the number of new classes formed. Otago has two permanent tutors with the result that 24 classes have been formed. Canterbury has one permanent tutor, and consequently there are classes in the main townships of the district. In all there are five tutors employed in the work of the movement.

The anticipation that the State grant would be increased from £500 to £1,000 has not been realised. Nevertheless, the grant of £500 was much appreciated. The contribution of £50 from the Amalgamated Society of Railway Servants is a welcome testimony to the value of the movement to the workers.

Christchurch (New Zealand) Summer School.—A very successful School was held at Leithfield during the New Zealand summer. Over 150 students attended and the subject studied was the "Psychological and Economic Basis of Democracy." Forty lectures were given, and in addition a dramatic rehearsal for a play given at the end of the School was held every morning at 6.30! The School was under the Directorship of Professor Shelley, who was also responsible for producing the play.

The majority of the students lived under canvas. Most of the work, such as wood-chopping and water-carrying, of the School was done by the students themselves, which had the effect of developing a fine spirit of service amongst all who attended.

Canada.—The work in Canada has been interrupted by the General Election, and as yet it is not quite clear what attitude the new Government, which is entirely Conservative, will adopt towards adult education. In Ottawa there were 195 registered students distributed as follows: Literature 93, History 71, Economics 31, not quite so many as last year. However, on the whole, the movement is establishing itself more firmly in Canada.

A general conference was held at Toronto on Easter Monday at which many important matters connected with the development of the Association were discussed.

The University of Toronto again rendered great help by granting \$600 towards the work.

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CLASS WORK.

The following statistics show that the demand for tutorial classes is still on the increase.

Tutorial Classes.	1907-8	1908-9	1913-4	1919-20	1920-1	1921-22	1922-3
Classes	2	8	145	229	293	352	363
Students	60	237	3,158	5,320	6,820	7,314	7,434

Economics (which still continues to be the dominating interest), Literature, Industrial History and Psychology were taken by 190 classes. The following list of subjects and the number of classes in each shows how wide is the variety of interests and indicates the measure of interest taken in each subject.

Subject.	No. of Classes.
Economics	98
Literature	53
Psychology	39
Philosophy	24
Appreciation of Music ...	14
Econ. and Indus. History ...	13
History	12
Biology	12
Welsh Language and Lit. ...	9
Political Science	9
Social History	8
Human Geography	7
Social Problems	4
History and Problems of Labour	4
International Relations ...	4
Growth of Civilisation ...	3
Sociology	3
Colonial History	3
History and Biography ...	2
Development of English Thought	2
Social Theory	2
Logic and Rhetoric	2
Local Government	2
Domestic Hygiene	1
Natural Science	1
Geology	1
Drama	1
Ideal Societies	1

The occupations of some of the students are given in the following table :—

Teachers.	1,109
Miners and quarrymen.	607
Clerks, telegraphists, etc.	1,104
Engineers, mechanics and metal workers.	942
Housewives, domestics, etc.	727
Textile, clothing, boot and shoe and other factory workers.	646
Railway workers.	261
Civil servants, municipal employees, postmen, tramwaymen, etc.	481
Building trades, carpenters, joiners, etc.	330
Shop assistants.	233
Foremen and managers.	119
Insurance agents, etc.	123
Printers and bookbinders.	103

In addition to the classes enumerated above, 155 tutorial classes were held during the session under the auspices of the W.E.A. overseas.

One Year Classes and Study Circles.

	1918-19	1919-20	1920-21	1921-22	1922-23
Classes ...	145	328	463	635	624
Students ...	2,170	7,118	12,474	16,359	15,314

The number of one year classes organised in each District is given in the following table.

	No. of Classes.	No. of Students.
Eastern	31	778
London	71	1,242
E. Midland	28	790
W. Midland	48	1,208
N. Eastern	53	1,120
N. Western	29	770
N. Staffs	10	218
Southern	14	406
S. Eastern	19	502
Kent	11	464
S. Western	28	882
W. Lancs. & Cheshire	32	583
Western	39	1,327
Yorkshire	75	(app.) 1,979
Wales	34	803
Scotland	48	2,539

Southern District Scheme.—The work under this scheme has developed very considerably. Mr. F. W. Cuthbertson, whose services have been as a tower of strength, has conducted two Tutorial Classes and five One-Year Classes in Economics, The Gild Idea, and the Economics of the British Empire. In addition, he has lectured at two Week-End Schools which were highly successful. As a result, a great deal of interest in class work has been stimulated.

Eastern District Scheme.—Steady progress has been made in the class work conducted by Miss Green in and around Kettering. The classes at Thorpe, Malsor and Corby were continued with encouraging results. In addition a class for adolescents was taken at Corby where she gave a course of lectures on the History of Co-operation. The attendance at the class in Kettering on English Literature was very high. Though more difficult to tabulate but no less valuable than the class work was the help which Miss Green gave to women students individually. This has encouraged and enabled many women students to pass beyond the initial stages of their studies. Addresses were also given to Women's Co-operative Guilds and Adult Schools, and it is expected that a new class will be formed at Desborough.

Western District Scheme.—Through the medium of this grant the District has been able to continue its work in rural areas. A number of short courses were arranged in Gloucestershire from which it is anticipated that one-year classes will be organised next year. The nature of the District renders it difficult to organise large classes. Consequently the continuance of the grant makes possible the organisation of study groups in centres where otherwise it would not be possible to do so.

East Yorkshire Rural Extension Scheme.—This scheme is one in which several bodies, including the Cassel Trust, co-operate to provide the finance to carry on educational work in rural areas. The number of all types of courses has increased and interest in education has been displayed in many of the villages both of the East and North Riding. The scheme has provided splendid educational facilities for workers in rural and semi-rural areas, and it has endeavoured, with considerable success, through the varying types of facilities offered, to suit different kinds of people. The result of two years' working has been the broadening of the outlook of parents towards the education of their children, and an increase among those attending the lectures of interest in general public questions.

Holybrook House Summer School.—Eighty-two applications were received for admission to the school and 37 students were selected by the Board of Studies, who were guided in their selection by the essays submitted by the candidates and by reports received from tutors and secretaries of W.E.A. Districts in which the candidates resided. Several withdrew after being accepted, for financial and other reasons. 33 only attended, 9 women and 21 men, all of whom stayed for four weeks. 28 of the students were past and present members of tutorial classes and 5 were Ruskin College Students, one of whom was an ex-member of a Tutorial Class. Their occupations were:—

Miners.	Chocolate Packers.
Engineers and	Railway Worker.
Ironworkers.	Postal Worker.
Clerks and	Painter.
Warehousemen.	Potter.
Cotton Operatives.	Tailor.
Joiners.	Printers' Reader.
Teachers.	Seaman.
Organisers.	

The primary purpose of the school, which is to train students in methods of study and in the collection, handling and presentation of material, was kept in view throughout. Each student prepared syllabuses for a short course of lectures and for a preparatory class, and also delivered a trial lecture. Great importance was attached to individual tuition, and private reading, and every student during his or her four weeks' stay spent on an average 17 hours in individual tuition, 43 in class and 75 in private study. 220 essays were written during the school, being a little over six per student. The work done by the school attained a higher level than in any previous year. This was in a large measure due to the unsparing work of the Resident Tutors, Messrs. E. J. Webley, John Owen, M. H. Carre, and the Warden.

The General Election compelled each of the three speakers Mr. J. Ramsay MacDonald, M.P., Mr. A. G. Walkden (Railway Clerks Association), and Mr. W. G. Cove (President of the N.U.T.) to cancel their engagement two days before the demonstration. However, the services of Mr. and Mrs. E. D. Simon (Mayor and Mayoress of Manchester) and Miss J. F. Woods (ex-Vice-President of the N.U.T.) were secured. In addition the President (who took the chair), Mr. Fred Hall of the Co-operative Union, Ltd., and Mr. Chas. Priestley of the Manchester and Salford Trades Council, helped to fill the breach. Though undoubtedly the absence of the advertised speakers affected the number who attended, the Albert Hall was comfortably full. We are, indeed, indebted to the friends of the movement who, at such short notice, helped us to overcome what at one time appeared to be an almost hopeless position. On the day following, the delegates to the Convention were welcomed by Sir Henry Miers (the Vice-Chancellor), while fraternal greetings were conveyed by Mr. Arthur Pugh (General Council of the Trades Union Congress), Mr. Fairbrother (Co-operative Union, Ltd.), and Mr. Claughton (Working Men's Club and Institute Union, Ltd.). During the morning session, Mr. A. Pugh (Chairman of the W.E.T.U.C. and Secretary of the I. and S.T.C.) and the General Secretary spoke on the W.E.T.U.C. The afternoon was devoted to addresses by Dr. Norman Campbell (read by Professor Robinson) on "The Place of Science in Adult Working-Class Education" and Professor H. B. Charlton on "The Place of Literature in Adult Working-Class Education."

A much appreciated feature of the Demonstration was the singing of the Gorton Male Voice Choir under Mr. J. Corlett, and the organ recital by Mr. W. A. Connell, L.R.A.M. The Convention was the most successful which has yet been held and our Manchester Branch and the North-Western District are to be congratulated on the excellent arrangements which were made.

Relations with the Board of Education. The policy of the Board in regard to grant aid to our classes was given in Circular 1259 issued in May, 1922. This Circular announced that the Board felt bound to establish the position under which either substantive grant or deficiency grant, but not both, would be paid in respect of the same school, and accordingly to eliminate one or other over a period not exceeding 5 years. If this decision had been enforced, where a Local Education Authority contributed to a class which was in receipt of grant aid from the Board of Education, four-fifths only of their contribution would rank for the Board's 50 per cent. grant in 1922-23, three-fifths in 1923-24, and eventually the Authority's aid would cease to count for Board of Education grant altogether. At the end of five years, therefore, L.E.A. grants in respect of Tutorial and One-Year Classes that were already receiving grant from the Board would not be regarded as approved expenditure. In other words, these grants would require to be paid entirely from rates, and as a result, the L.E.A. would, in these cases, probably either cease to pay grants to Tutorial and One Year Classes, or reduce their grant 50 per cent. As Circular 1259 made no provision for making good this loss of grant aid by increased contributions from the Board, the position was serious.

As the result, however, of a deputation to Mr. Fisher on July 25th, 1922, the Board, after consultation with the Treasury, decided to suspend the enforcement of Circular 1259 for the year 1922-23 in so far as it applied to classes approved by the Board. It also decided to ration each University Joint Committee and each W.E.A. District to the amount of grant aid received by them from the Board during the previous year.

This concession has prevented any serious slump in the number of classes this session, but on the other hand the system of rationing has prevented expansion.

Reports received from the majority of our District Secretaries go to show that valuable opportunities of conducting educational work have been lost as the result of the system of rationing.

Deputation to the Board.—The serious results that would follow the enforcement of the circular caused the Executive Committee to ask the new President of the Board of Education, Rt. Hon. E. F. L. Wood, to receive a deputation, and submit the following in support of our claim that the concession should be continued for a further period:—

1. The object of Circular 1259 is to ensure that the Board's contribution towards any form of higher education shall not be in excess of 50 per cent. total cost. Whatever may be said in favour of this policy it does not apply to the classes organised under the auspices of our Association. In any kind of education other than adult education, the Board accepts the principle of 50 per cent. as being a fair contribution to the total cost, including equipment, pensions, officers' salaries, etc. In adult education the Board is not called upon to make any contribution in these directions because it is organised by voluntary movements. In estimating, therefore, whether it does or does not pay 50 per cent. of the cost of adult education, some monetary value ought to be given to the very large amount of work done by voluntary organisations which would require to be paid for if organised by L.E.A.'s or Universities. Figures recently compiled go to show that the Board's total contribution for the session 1921-22 was approximately £25,000 and that of L.E.A.'s approximately £9,000. As against this expenditure from public funds the W.E.A. expenditure for the same year, as given in a carefully prepared statement submitted to the Adult Education Advisory Committee (on hire of rooms, payment of tutors and lecturers, not covered by grants from public funds, printing and stationery, postage and carriage, travelling and other expenses), was approxi-

mately £19,600. To this a further sum of £1,000 expended by the W.E.T.U.C. for the same year should be added, making a total of £20,600. Apart, therefore, from the very large amount of voluntary service rendered by the members of our movement, the monetary expenditure of our Association for the year under review is almost as much as the total contribution of the Board and appears to be rather more than twice that of L.E.A.'s.

2. The Board does not aim at establishing the principle of a 50 per cent. grant to approved expenditure because it regards it as being in the best interests of education, but because it thinks it is necessary in the interest of economy. The total amount, however, of its contribution to Adult Education is so small that even if it made no contribution towards its cost the economy effected would not appreciably affect the object in view, while, on the other hand, it would destroy a movement, the social value of which is far in excess of the public moneys expended upon it.

It was decided that the Deputation should also discuss with the President of the Board the effect of economy on Secondary Education, Unemployed Adolescents, School Buildings, School Meals and Medical Inspection, and University Grants.

The Deputation, which was introduced by the President of our Association, consisted of the following members of the Central Executive Committee.

Mr. A. Greenwood, M.P.

Mr. R. Richardson, M.P. (The Club and Institute Union, Ltd.)

Professor F. Hall (The Co-operative Union).

Mr. H. Nobbs (Union of Post Office Workers).

Mr. R. Dennison (W.E.T.U.C.)

Mr. G. D. H. Cole (Tutors' Association).

Mr. John Davidson (University of London).

The General Secretary.

Mr. A. V. Alexander, M.P., also attended on behalf of the Co-operative Union.

The Rt. Hon. C. W. Bowerman, M.P., and Mr. Harry Gosling, M.P., of the General Council of the Trades Union Congress, and Mr. A. Pugh were unable to attend owing to an important meeting. Mr. Sanderson Furniss, of Ruskin College, was also prevented from attending through illness.

The President of the Association dealt with the extent to which the Board's economies were affecting the work of our Association and hindering the development of secondary education, making special reference to the increasing number of unemployed adolescents.

Mr. A. Greenwood, M.P., dealt with secondary and elementary education, the feeding of school children, and school buildings. Mr. A. V. Alexander, M.P., and R. Richardson, M.P., spoke on behalf of the Co-operative Union and Club and Institute Union respectively, and assured the President that both these bodies were not merely affiliated to the W.E.A., but entirely endorsed its views in regard to the deplorable results of the Geddes' "cuts" at Education.

The President of the Board informed the deputation that he was familiar with and appreciated the work of the W.E.A., that he not only hoped the Treasury would impose no further economies on the national system but that it would be able in the near future to permit the Board to deal with at least some of the difficulties to which the deputation had called his attention, more especially secondary education.

The Executive Committee also drafted and circulated a lengthy letter on the same question, for publication in all the important daily papers in England, Scotland and Wales. The letter was signed by prominent people connected with education and with the Labour Movement.

During the debate on the Education Estimates the President of the Board informed the House of Commons that an increase of 20 per cent. over the total amount of grant allocated to Tutorial Classes and other Classes

organised by the Association in 1922-23, would be granted for the session of 1923-24. We welcome this modification of the previous policy of the Board.

By request, a memorandum on the percentage grant system was submitted to Lord Meston's Committee on National Expenditure and a deputation consisting of Mr. A. Greenwood, M.P., Mr. John Davidson, son, and the General Secretary, waited on Lord Meston's Committee.

The memorandum stated that, in the opinion of our Association, the Committee on National Expenditure did not give adequate reasons for desiring to abolish the percentage grant system. The policy of the Government, based on the proposals of the Committee on National Expenditure, would probably destroy the percentage grant system and introduce a problem of allocation to local authorities that would be very difficult to deal with. By adopting this policy the Board would be driven to discriminate between different Local Education Authorities and to give one Authority a relatively larger grant than another Authority. This procedure would create dissatisfaction amongst Local Authorities, and would probably carry central control to unjustifiable lengths. The percentage grant system provides a just basis for and is the most important element in any satisfactory and comprehensive grant formula. It is particularly adapted for a growing service which is in course of development. It provides a very necessary stimulus to Authorities which take a narrow view of their responsibilities and does justice to Authorities which attempt to carry out the advice, as well as the instructions of the Government.

A safeguard against extravagant expenditure is to be found in the limitations of the grant, to the approved expenditure of Local Authorities. It does not appear possible to devise any single and simple form of grant which would take into account the various circumstances of different Local Authorities. Variations in rateable value in population, and in the area covered by the education service make for variations in the burden falling on Local Authorities and grants should be so arranged as to rectify, at least in a large measure, the difference in local expenditure which arises from these and other causes. For these and other reasons the percentage grant system should be retained, and it should be coupled with an additional grant relating to the rateable value compared with the school population.

Our Association was represented at the International Conference on Working Class Education (which was held in Brussels from the 16th to 19th August, 1922), by the General Secretary and the W.E.T.U.C. by the Secretary and Mr. Elvin of the N.U.C. 37 delegates attended representing 23 organisations from the following countries:—

Australia.	France.	Netherlands.
Belgium.	Germany.	Switzerland.
Czecho-Slovakia.	Great Britain.	U.S.A.
Denmark.	Luxemburg.	

Prior to the opening of the Conference, an exhibition on workers' education, was given in a High School Building in Antwerp. Periodicals, text books, syllabi, reports, administrative forms, graphs, statistics, photographs and other material illustrative of workers education in the various parts of the western world were exhibited. The Conference, which was convened on the initiative of the Belgium Central Committee for Workers' Education, was held in the Belgium Labour College. Reports were submitted by representatives from the various countries. Mr. Fred Hall represented the Co-operative Union, Mr. H. Sanderson Furniss, Ruskin College, Mr. J. P. M. Millar and Mr. W. W. Craik, National Council of Labour Colleges. The

General Secretary presented reports on behalf of the W.E.A., W.E.T.U.C., and the General Council of the Trades Union Congress.

The reports were submitted in three languages, German, French and English.

The following resolutions were adopted:—

“The Conference of Workers’ Educational Organizations welcomes all efforts to organise educational institutions, especially educational tours in foreign countries and exchanges of pupils and instructors in workers’ colleges. These efforts will not only lead to increased knowledge of the labour movement, but encourage international solidarity. The Conference therefore appeals to educational institutions to encourage such efforts by all means in their power. The exchange of students and instructors is particularly important and can best be effected by direct mutual agreement between the countries concerned. The Conference calls upon the International Federation of Trade Unions to consider the question of exchange of students between workers’ colleges in different countries, and the possibility of creating an international fund for this purpose.”

“The International Conference on Labour Education assembled in Brussels, August, 1922, welcomes the important work which, as appears from the reports given, is being done in the various countries for working class education. The Conference appeals to the national and international organizations, industrial, political, and co-operative, to continue the work with all their energy for furthering the economic and political emancipation of the working class.”

“This Conference requests the Central D’Education Ouvriere of Belgium to take steps to ensure the maintenance of relations between the organizations there represented until the holding of the next Conference, which it is decided shall be held two years hence, and to consult with the Amsterdam Trade Union International on the possibility of creating a permanent clearing house for the International Education Movement.”

Working Men’s Club and Institute Union. The Working Men’s Club and Institute Union has recently considered certain changes in its educational policy. Although there is not the least desire on the part of the Club movement to weaken its connection with the Association, there is a definite tendency to embark upon a more ambitious scheme of educational work on its own account. Suggestions have been made by Mr. A. Temple, the Club Union Educational Secretary, for the establishment of a residential College, the lecturers of which would specialise in those subjects peculiar to club life. It is quite conceivable that if this development in the educational work of the Club movement does materialise the services of the Association for the purposes of Club work will be in greater demand than before.

Mr. R. Richardson, M.P., still continues to represent the Union on the Central Council and Executive.

Central Education Committee of the Co-operative Union. The educational work of the Co-operative Union has suffered during the past year from the bad economic conditions prevailing generally. One of the difficulties of co-operative educational committees is that their grants depend upon the trade surpluses of the societies, and, in consequence of the trade depression, the amount of money available for education has decreased. The Central Committee has, therefore, recommended that “grants based upon membership provide a much more satisfactory and steady income than grants based upon trade surplus.” If this recommendation is adopted generally, we shall witness a big step forward in the educational work of the Co-operative movement.

The relationship of our districts and branches with local co-operative educational committees is of the most cordial nature. Mr. Fred Hall continues to be the representative of the Central Committee on our Council and Executive Committee.

New Constitution. During the past year the Constitution of the Association has been altered. Definite provision is now made for the inclusion on the Central Executive of representatives of the various national co-ordinating working-class bodies. The Constitution and Statement of Policy has been published as a separate document, and may be obtained from the Central Office.

W.E.A. Finance, 1922-23. The changes in the financial policy of the Central Office outlined in last year’s Annual Report have, on the whole, worked smoothly and well. The incorporation in the revised constitution of the more important of these changes will, we feel sure, in the process of time and with the loyal co-operation of Districts and Branches, tend to increase annually the contribution from the rank and file membership of the Association towards national funds.

We have to report a welcome new and substantial donation from the General Council of the Trades Union Congress amounting to £250. We also welcome a renewal of the grant of £250 from the N.U.T. The trustees of the Endowment Fund, at a critical moment, greatly assisted us by the payment to the Central Office of the sum of £500, being accumulated interest on this fund.

We record with pleasure the continuance of grants from the United Services Fund, the Cassell Trustees, the Gilchrist Trustees, Working Men’s Club and Institute Union, Ltd.

The Central Office is still, however, handicapped by having on its hands a large number of cheques it is unable to meet. It must this year also repay the loan of £300 kindly made by a friend of the movement. If this burden of unpaid accounts could be met early in the financial year the financial problem of the Centre would be considerably lightened, and the way cleared for consideration of the financial needs of the Centre.

The period of greatest financial stress at the C.O. is expected to materialise at the end of the current financial year, and the assistance of all friends of our movement to meet them is sought.

The W.E.A. Book-Room. The conversion of the Central Book Room, with its branch at the London School of Economics into a private limited company (Students’ Bookshops, Ltd.), is, from the 31st May, 1923, an accomplished fact. The whole of the ordinary shares, the appointment and removal of directors of the company are in the hands of the Central Executive of the Association, and we anticipate that this side of our work, in the competent hands of Mr. W. Cragg and Mr. Hosford, will become an asset of increasing value and service to the whole movement.

Sir Wm. Beveridge has accepted the position of Chairman of Directors, and the other directors are Sir James Currie, T. W. Burden, G. D. H. Cole, J. J. Mallon, J. M. Mactavish, G. Andrewes Uthwatt, and Ernest W. Wimple.

The recent years of industrial depression have made the task of converting the Book Rooms into a financial success an almost impossible one. We have, however, pursued the policy of retaining the trained staff, and have in no way cut down the amount of services rendered by the Book Room although these services can rarely be charged for. They are of considerable service to our movement, and they merit in return the loyalty of every section of our movement, which by consistently ordering all book and stationery supplies from the Centre can help us to maintain the service.

We make a strong appeal for the co-operation of tutors, class and branch secretaries, and individual members in the work of Students’ Bookshops, Ltd.

"The Highway."

We are greatly indebted to Miss M. Bryant for editorial work on THE HIGHWAY during the past year. The change of format and the widened scope of our journal led to an increasing circulation for several issues, but the circulation did not increase sufficiently to permit of our continuing, and we therefore followed the precedent of last year and suspended publication for the months of June, July, and August. The whole future of THE HIGHWAY, both format, size and scope is now under consideration by a special sub-committee. Students' Bookshops, Ltd., assumes responsibility for THE HIGHWAY, but the question of its continuance is naturally one upon which the directors of the company and the Central Executive must work in the closest co-operation.

The Staff. The Staff have worked loyally and well during a rather trying period. The ramifications of the Association are now so wide and varied as to demand very close attention to the detail work of the office. It is, therefore, with very deep regret that we have to record the resignation of Mr. E. W. Wimble owing to his appointment as General Secretary to the Workers' Travel Association. Mr. Wimble served the Association before the War. When he was released from the army he once again joined the Central Office Staff, and after a short interval,

became Financial Secretary. His great energy and unremitting zeal for the work of the Association was realised by all who came into contact with him. The office will feel keenly the loss of his services. We wish Mr. Wimble every success in the work he has undertaken for the W.T.A. The Central Council, at its meeting on March 17th, unanimously adopted a resolution of appreciation of Mr. Wimble's services. This resolution is contained in the Appendix to this report.

Mr. W. Lowth, who also worked in the Central Office before the war and was London District Secretary for a short time, has been temporarily appointed as Office Secretary. Mr. C. W. Cragg, who was responsible for the book room at the School of Economics, has been appointed Secretary and Manager to Students' Bookshops, Ltd., and Mr. W. H. Hosford has been appointed Book Room Manager.

We thank the whole of the Staff, the Tutors of Classes, District Secretaries and their Staffs, Branch and Class Secretaries, and all who have worked so loyally and faithfully in the cause of working-class education.

W. MANCHESTER, *President.*

A. GREENWOOD } *Vice-Presidents.*

R. H. TAWNEY }

J. J. MALLON, *Hon. Treasurer.*

J. M. MACTAVISH, *General Secretary.*

APPENDIX.

Resignations of Mr. E. W. Wimble and G. H. Thompson.

MR. WIMBLE.

At the Interim Meeting of the Central Council, held on March 17th, 1923, the resignation of the Financial Secretary to the Association, Mr. E. W. Wimble, was accepted, and the following resolution unanimously adopted:—

"The Central Council of the Workers' Educational Association, on receiving the resignation of Mr. E. W. Wimble, consequent on his appointment as General Secretary of the Workers' Travel Association, desires to place on record an expression of the esteem in which they hold him, their sense of the debt they owe to him for the resourcefulness, high capacity and self-sacrificing devotion with which for many years he has discharged the duties of his office as Financial Secretary, and other duties, and thus contributed invaluablely to the maintenance of the Association, and the efficient conduct of its affairs; and their wish that he may prosper in his new office, and, as far as his duties permit, continue to give the W.E.A. the advice and co-operation on which they set much, and from which they have so greatly benefited in the past."

MR. THOMPSON.

At the Central Council Meeting, held on July 28th, 1923, it was intimated to the Council that Mr. Thompson would, in the autumn, be resigning his post as Yorkshire District Secretary.

The following resolution was unanimously adopted:—

"The Central Council of the Workers' Educational Association desires to express to Mr. Thompson on the occasion of his resignation its deep sense of loss, and its high appreciation of his valuable services to the cause of workers' education during the ten years he has held the office of Secretary to the Yorkshire District of the W.E.A.

His integrity, energy, organising ability, unfailing courtesy and tact have made his term of service one of the most valuable in the history of the Association.

His decision to take up residence with his family in New Zealand deprives the Association of one of its most valuable members, and of a most capable officer. We know that in whatever work he may decide to take up in his new home he will succeed. We ask our colleagues in New Zealand to extend to him a warm welcome and wish him and his family God-speed."

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THE WORKERS' EDUCATIONAL ASSOCIATION.

STATEMENT OF ACCOUNTS for the Year ending 31st May, 1923, submitted to the Annual Meeting of the Central Council, on Saturday, 28th July, 1923, by J. J. MALLON, Hon. Treasurer, W.E.A.

(NOTE.—These Accounts refer only to Central Office expenditure on organisation, administration, and propaganda, and not to expenditure on classes. Accounts in respect of each District appear in District Annual Reports, while most Branches also publish statements of accounts.)

REVENUE ACCOUNT.

EXPENDITURE.					INCOME.											
					£	s.	d.									
To	Salaries and Wages	...	...	...	1,531	6	8	By	Donations	...	...	...	...	2,463	1	5
„	Travelling Expenses	...	...	...	121	12	2	„	Affiliation Fees	...	...	...	...	425	13	0
„	Postages and Carriage	...	...	...	65	2	7	„	District and Branch Contributions Fund	...	...	...	...	450	0	0
„	Rent, Telephone and Sundries	...	...	...	340	18	8	„	HIGHWAY Account	...	...	...	...	834	16	6
„	Printing and Stationery...	...	...	...	294	7	8	„	Interest on Investments	...	...	...	...	51	4	8
„	HIGHWAY Account	...	...	...	979	5	3	„	„ at Bank	...	...	...	...	2	2	1
„	Annual Convention	...	...	...	54	14	6									
„	Repairs	...	...	...	8	12	9									
„	Depreciation of Furniture	...	...	...	20	8	0									
„	District and other Grants	...	...	...	97	2	0									
„	District and Branch Contributions Fund	...	...	...	240	15	5									
„	Publications Account	...	...	...	327	1	9									
„	Interest on Loan	...	...	...	5	19	11									
„	Bank Commission	...	...	...	1	1	0									
„	Pooling Scheme written off	...	...	...	3	3	4									
„	Comradeship Fund written off	...	...	...	1	8	7									
„	Balance Income over Expenditure	...	...	...	133	17	5									
					£4,226	17	8							£4,226	17	8
„	Deficit brought forward from last year	...	...	...	247	17	1							133	17	5
					£247	17	1							113	19	8
														£247	17	1

W.E.A. DIRECTORY.**Central Office:—16, Harpur Street, Theobald's Road, London, W.C. 1.**

Telephone: MUSEUM 5750.

Telegrams: "EDULABASSO, 'PHONE, LONDON."

General Secretary :**J. M. MACTAVISH.**

Bodies affiliated nationally	73
W.E.A. Districts	16
Individual Members of Districts	2,829
Bodies affiliated to Districts	376
W.E.A. Branches and Student Groups	419
Individual Members of Branches and Student Groups	21,531
Bodies affiliated to Branches	2,017

TOTAL AFFILIATED BODIES—2,536

TOTAL INDIVIDUAL MEMBERS—24,360

(NOTE.—These totals are exclusive of W.E.A. Overseas Students in Tutorial Classes, W.E.A. Classes, etc.)

DIRECTORY OF W.E.A. DISTRICTS.

(All enquiries regarding the work of the Branches should be addressed, in the first instance, to the District Secretary concerned.)

Eastern District.**District Secretary : G. H. PATEMAN, 276, Cherryhinton Road, Cambridge.**

Individual Members	127
Affiliated Bodies	7
Branches	20
Bodies affiliated to Branches	100
Individual Members of Branches	1,220

W.E.A. CENTRES at—

Bedford.	Norwich.
Bourne.	Peterborough.
Cambridge.	Raunds.
Corby.	Rothwell.
Halstead.	St. Albans.
Hitchin.	Spalding.
Ipswich.	Stowmarket.
Kettering.	Wellingborough.
Luton.	Wells-next-Sea.
Northampton.	Woodbridge.

East Midland District.**District Secretary : F. SALTER, University College, Nottingham.**

Individual Members	80
Affiliated Bodies	23
Branches	28
Bodies affiliated to Branches	130
Individual Members of Branches	1,113
Student Groups	2

W.E.A. CENTRES at—

Annesley Woodhouse.	Long Eaton.
Bagworth.	Loughborough.
Boston.	Louth.
Breaston.	Mansfield.
Coalville.	Melton Mowbray.
Derby.	Nottingham.
Grantham.	Ripley.
Hathern.	Selston.
Hinckley.	Shepshed.
Hugglescote.	Shirebrook.
Ilkeston.	Sutton.
Kirkby.	Swadlincote.
Leicester.	Swanwick.
Lincoln.	Upper Broughton.

Student Groups

Beeston.	Heanor.
----------	---------

London District.**District Secretary : H. P. SMITH, 16, Harpur Street, London, W.C. 1.**

Individual Members	619
Affiliated Bodies	59
Branches	24
Bodies affiliated to Branches	80
Individual Members of Branches	801
Student Groups	11

W.E.A. CENTRES at—

Barking.	Leytonstone, Leyton and Walthamstow.
Battersea and Wandsworth.	Metropolitan.
Camberwell.	Old Oak (Hammersmith).
Chingford.	Romford.
Claims and Records Office (Kew).	St. Pancras.
Croydon.	Richmond.
Deptford.	Southall.
Ealing.	Wallington.
Finchley.	Waltham Cross.
Finsbury.	West Ham.
G.P.O. (King Edward Building).	Willesden.
Ilford.	Wood Green.
Kilburn.	

Student Groups.

Bermondsey	Ministry of Labour
Croydon (Ruskin House)	Tutorial Class II.
Bolt Court (E.C.)	Ministry of Labour Tutorial
Central (Advanced Economics Class)	Class III.
Ministry of Labour	N.W.D.O. (U.P.W.)
Tutorial Class I.	New Barnet
	Toynbee Hall
	Woolwich

North-Eastern District.**District Secretary : W. N. SMITH, 4, Royal Arcade, Newcastle-on-Tyne.**

Individual Members	107
Affiliated Bodies	111
Branches	22
Bodies affiliated to Branches	87
Individual Members of Branches	694

W.E.A. CENTRES at—

Aspatia.	Hunwick.
Bishop Auckland.	Middlesbrough.
Blyth.	Middleton-in-Teesdale.
Calisle.	Newcastle.
Chester-le-Street.	South Shields.
Cockermouth.	Stockton.
Durham City.	Sunderland.
Easington.	Tynemouth.
Ferryhill.	West Stanley.
Gateshead.	Wigton.
Hartlepoons.	Wolsingham.

North Staffs District.**District Secretary : E. HOBSON, 15, Church Street, Stoke-on-Trent.**

Individual Members	42
Affiliated Bodies	7
Branches	5
Bodies affiliated to Branches	5
Individual Members of Branches	93

W.E.A. CENTRES at—

Butt Lane.	Scholar Green.
Newcastle-under-Lyme.	Talke Pits.
Mow Cop.	

EDUCATION and TRAVEL

During the past summer scores of members of the W.E.A. have travelled to the Continent through the medium of the Workers' Travel Association. Many of them, for the first time, enjoyed the beauties of Switzerland, Italy, France and Belgium. Towns famous for historical associations were visited. Contact between the "rank and file" workers of Great Britain and the Continent was established. The memories of these visits to Europe will not quickly fade from the minds of those who made the journeys.

But why not keep these memories alive and clear by forming

TRAVEL CLUBS & CLASSES

To study the Geography, History and Languages of the countries of Europe?

(Arrangements have already been made by some of the people who met for the first time at W.T.A. Centres to hold reunions in the autumn.)

TRAVEL CLUBS: These may be formed in any locality. The Club can meet regularly for social purposes, to discuss past experiences and future possibilities for travel; and, in addition,

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WORKERS' TRAVEL ASSOCIATION,
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*President—*H. GOSLING, M.P.

*General Secretary—*E. W. WIMBLE.

*Treasurer—*J. J. MALLON.

'Phone—CENTRAL 13433

1924.

To W.E.A. MEMBERS, STUDENTS AND AFFILIATED SOCIETIES.

This year's Annual Report shows that the W.E.A. maintains its high standard of usefulness and power.

The W.E.A. is the largest and most important voluntary body, both with regard to the numbers of its classes and members, providing educational facilities for the workers.

Last year nearly 24,000 Students attended W.E.A. classes. This is a conservative estimate and does not include the attendances at hundreds of study circles, short courses and single lectures organised throughout the country. But that is not enough. We must go forward.

The W. E. A. Will Come of Age

Next year. Make 1924 a bumper year. Give the "young man" of working-class education a good start on the next stage of his journey through life. Every member of the Association should get busy now.

We need (a) an increase in branch and district membership.

(b) An increase in the number of affiliated societies to branches, districts and the centre.

(c) An increase in class membership.

(d) An increase in the sales of the "Highway."

(e) Further financial support for all parts of the Association's work.

We want all these, and more, before May 31st, 1924.

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District Secretary : E. BIBBY, 377, Oxford Road, Manchester.

Individual Members ...	101
Affiliated Bodies ...	53
Branches ...	27
Bodies affiliated to Branches ...	257
Individual Members of Branches ...	1,683

W.E.A. CENTRES at—

Accrington.	Macclesfield.
Ashton-under-Lyne.	Manchester and Salford.
Atherton.	Mossley.
Blackburn.	Mottram.
Bolton.	Nelson.
Burnley.	Northwich.
Buxton.	Oldham.
Chorley.	Pendlebury and Swinton.
Congleton.	Poynton.
Farnworth.	Rochdale.
Heywood.	Sandbach.
Horwich.	Stockport.
Irlam.	Wilmslow.
Littleborough.	

South-Eastern District.

District Secretary : H. GOODMAN, 1, Windmill Street, Tunbridge Wells, Kent.

Individual Members ...	180
Affiliated Bodies ...	13
Branches ...	30
Bodies affiliated to Branches ...	119
Individual Members of Branches ...	2,510

W.E.A. CENTRES at—

Aldershot.	Horsham.
Ascot.	Maidenhead.
Ascott-under-Wychwood.	Newport Pagnell.
Aylesbury.	Oxford
Blotchley.	Reading.
Bracknell.	Steeple Clay.
Brighton.	Stoke Row
Chesham.	Slough, Eton and Windsor.
Chipping Norton.	Twyford.
Coln.	Weybridge.
East Grinstead.	Witney.
Englefield Green.	Woking.
Farnham.	Wolverton.
Hastings.	Wooburn.
High Wycombe.	Worthing.

Kent District.

District Secretary : H. GOODMAN, 1, Windmill Street, Tunbridge Wells, Kent.

Individual Members ...	20
Affiliated Bodies ...	5
Branches ...	23
Bodies affiliated to Branches ...	29
Individual Members of Branches ...	698

W.E.A. CENTRES at—

Ashford.	Margate.
Beckenham.	Penshurst.
Belvedere.	Rochester.
Borough Green.	St. Mary Cray.
Bromley.	Sevenoaks.
Canterbury.	Smeeth.
Dover.	Snodland.
Gillingham.	Staplehurst.
Gravesend.	Sutton Valence.
Hamstreet.	Tonbridge.
Maidstone.	Tunbridge Wells.
Malling.	

Southern District.

District Secretary : J. H. MATTHEWS, 282, Laburnum Grove, Portsmouth.

Individual Members ...	14
Affiliated Bodies ...	—
Branches ...	10
Bodies affiliated to Branches ...	95
Individual Members of Branches ...	472

W.E.A. CENTRES at—

Bournemouth.	Petersfield.
Eastleigh.	Portsmouth.
Fleet.	Romsey.
Gosport.	Southampton.
Midhurst.	Winchester.

South-Western District.

District Secretary : J. G. TREVENA, Plymouth Chambers, Drake's Circus, Plymouth.

Individual Members ...	59
Affiliated Bodies ...	3
Branches ...	13
Bodies affiliated to Branches ...	63
Individual Members of Branches ...	608
Student Groups ...	4

W.E.A. CENTRES at—

Camborne.	Okehampton.
Exeter.	Plymouth.
Falmouth.	Tiverton.
Fowey.	Torquay.
Launceston.	Totnes.
Liskeard.	Truro.
Newton Abbot.	

Student Groups.

Barnstaple	Penzance
Ottery St. Mary	Tavistock

Western District.

District Secretary : W. R. STRAKER, 27, Morgan Street, St. Paul's, Bristol.

Individual Members ...	65
Affiliated Bodies ...	3
Branches ...	32
Bodies affiliated to Branches ...	166
Individual Members of Branches ...	2,444

W.E.A. CENTRES at—

Amberley.	Portland.
Bath.	Radstock.
Bridgwater.	Salisbury.
Bridport.	Shipham.
Bristol.	Street.
Burnham-on-Sca.	Swindon.
Cirencester.	Taunton.
Clutton.	Trowbridge.
Devizes.	Upton St. Leonards.
Dorchester.	Wells.
Frome.	Weymouth.
Holcombe.	Wimborne.
Marlborough.	Winford.
Midsomer Norton.	Winscombe.
Minehead.	Wroughton.
Paulton.	Yeovil.

West Lancs. and Cheshire District.

District Secretary : F. GARSTANG, 18, Colquitt Street, Liverpool.

Individual Members ...	81
Affiliated Bodies ...	6
Branches ...	27
Bodies affiliated to Branches ...	170
Individual Members of Branches ...	1,223

W.E.A. CENTRES at—

Ashton-in-Makerfield.	Ormskirk.
Barrow.	Preston.
Birkenhead.	Prescot.
Blackpool.	Runcorn.
Bootle.	Shavington.
Burton Wood.	Shotton.
Chester.	Southport.
Crewe.	St. Helens.
Ellesmere Port.	Wallasey.
Haslington.	Warrington.
Lancaster.	Waterloo.
Liverpool.	Widnes.
Longridge.	Wrexham.
New Ferry.	

West Midland District.

District Secretary : E. J. STUDD, The University, Edmund Street, Birmingham.

Individual Members ...	100
Affiliated Bodies ...	3
Branches ...	30
Bodies affiliated to Branches ...	116
Individual Members of Branches ...	1,637

W.E.A. CENTRES at—

Birmingham.	Nuneaton.
Blackheath.	Penkridge.
Bilston.	Redditch.
Bridgenorth.	Rugby.
Burton-on-Trent.	Shrewsbury.
Coventry.	Snitterfield.
Coleshill.	Stafford.
Dudley.	Stratford-on-Avon.
Evesham.	Tipton.
Halesowen.	Tysoe.
Hereford.	Wellesbourne.
Kidderminster.	Wellington.
King's Norton.	West Bromwich.
Leamington.	Wolverhampton.
Malvern.	Warwick.

Yorkshire District.

District Secretary : G. H. THOMPSON, 21, Brudenell
Road, Hyde Park, Leeds.

Individual Members ...	1,005
Affiliated Bodies ...	44
Branches ...	48
Bodies affiliated to Branches ...	405
Individual Members of Branches ...	2,797
Student Groups ...	23

W.E.A. CENTRES at—**Eastern Section.****Branches.**

Bridlington.	Richmond.
Driffield.	Scarborough.
Hull.	Wensleydale.
Malton.	York.

Lecture Courses.

Amotherby.	Riccall.
Appleton-on-the-Moors.	Rillington.
Goathland.	Scalby.
Holme-on-Spalding Moor.	Sledmere.
Hovingham.	Sleights.
Kirby Moorside.	Stamford Bridge.
Lund.	West Ayton.
Market Weighton.	Wetwang.
Middleton-on-the-Wolds.	Wold Newton.
North Cave.	

Southern Section.**Branches.**

Barnsley.	North Wingfield.
Chapelton.	Penistone.
Chesterfield.	Retford.
Clowne.	Rotherham.
Cudworth.	Scunthorpe.
Dinnington.	Sheffield.
Gainsborough.	Staveley.
Grimsby.	Stocksbridge.
Hoyland.	Wombwell.
Kiveton Park.	Woodhouse.
Mexboro'.	

Student Groups.

Brigg.	Thurnscoe.
Grimethorpe.	Workshop.
Hoyland Common.	

Western Section.**Branches.**

Bingley.	Ossett.
Bradford.	Otley.
Brighouse.	Royston.
Crosshills.	Shipley.
Halifax.	Silsden.
Hebden Bridge.	Skelmanthorpe.
Horsforth.	Sowerby Bridge.
Huddersfield.	Spenborough.
Keighley.	Todmorden.
Leeds.	

Student Groups.

Clayton West.	Kirkburton.
Delph.	Lepton.
Diggle.	Marsden.
Farsley.	Mirfield.
Greenfield.	Morley.
Hemsworth.	Normanton.
Hepperholme.	Scholes.
Holywell Green.	Shelley.
Horbury.	Uppermill.

Scotland.

District Secretary : H. E. R. HIGHTON, 22, Lochleven
Road, Langside, Glasgow.

Individual Members ...	27
Affiliated Societies ...	14
Branches ...	13
Bodies affiliated to Branches ...	106
Individual Members of Branches ...	2,650

W.E.A. CENTRES at—

Aberdeen.	Glasgow.
Arbroath.	Greenock.
Bathgate.	Hawick.
Calders District.	Motherwell.
Coatbridge and Airdrie.	Penicuik.
Dundee.	Selkirk.
Edinburgh.	Stirling.

Welsh District.

District Secretary : J. DAVIES, 38, Charles Street,
Cardiff.

Individual Members ...	179
Affiliated Societies ...	25
Branches ...	17
Bodies affiliated to Branches ...	—
Individual Members of Branches ...	—

W.E.A. CENTRES at—

Abergavenny.	Newport.
Abercarn.	Penarth.
Beaufort and Ebbw Vale.	Port Talbot.
Blackwood.	Pontardawe.
Briton Ferry.	Resolven.
Cardiff.	Swansea.
Llanelly.	Tredeggar.
Merthyr.	New Tredeggar.
Neath.	

THE W.E.A. OVERSEAS.**Australia.**

Secretary to Federal Council : S. D. THOMPSON, Dept. of
Education, Melbourne.

New South Wales.—D. Stewart, Education Building, Bridge
Street, Sydney.

Queensland.—W. I. Scott, W.E.A. Rooms, Turbot St., Brisbane.

South Australia.—G. McRitchie, University West Wing, Adelaide.

Tasmania.—R. Patterson, Government Building, Davey Street,
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Victoria.—S. D. Thompson, Dept. of Education, Melbourne.

New Zealand.

Secretary to Dominion Council : GEO. MANNING, 12, Trades
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Auckland.—Ernest Blair, P.O. Box 1421.

Canterbury.—J. B. Condliffe, Trades Hall.

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Invercargill.—S. G. August, 198, Spey Street.

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Otago.—G. McCracken, 13, Council Street, St. Kilda.

Wellington.—D. R. Kennedy, 126, Vivian Street.

Timaru.—F. G. Bicknell, 14, Bank Street.

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Ottawa.—W. T. McDowell, 335, James Street.

Toronto.—W. J. Dunlop, Extension Office, University of Toronto.

South Africa.

Durban.—J. A. Hopewell, P.O. Box 1387, Durban, Natal.

Johannesburg.—Miss G. Rogaly, P.O. Box 3907.

General.

The W.E.A. has correspondents in most European countries,
and is in touch with kindred movements throughout the world.

W.E.A. Statistics for year 1922-23.

Showing Membership in each District, Number of Classes, Study Circles, Groups and Students.

DISTRICT.	District Membership.		No. of Branches	Branch Membership.		Class Work.						
						Tutorial	Classes.	One-year Classes.		Study Circles.	Student Groups.	
	Societies.	Indi-viduals.		Societies.	Indi-viduals.	No. of Classes.	No. of Students.	No. of Classes.	No. of Students.		No.	No. of Students
Eastern ...	7	127	21	100	1,220	9	224	31	778	—	—	—
London ...	59	619	24	80	801	33	669	71	1,242	—	13	—
East Midland	23	80	28	130	1,113	37	735	28	790	—	3	—
West Midland	3	100	30	116	1,637	23	485	48	1,208	12	5	133
North Eastern	111	107	22	87	694	25	500	53	1,120	—	—	—
North Staffs.	7	42	5	5	93	7	154	10	218	—	14	237
North Western	53	130	30	257	1,777	31	730	29	770	8	—	—
Southern ...	—	14	10	95	472	3	45	14	406	—	—	—
South Eastern	13	180	30	119	2,510	5	100	19	502	—	—	—
Kent ...	5	20	24	29	698	5	114	11	464	—	—	—
South Western	3	59	13	63	608	3	65	28	882	4	10	219
Western ...	3	65	33	166	2,440	10	264	39	1,327	20	—	—
W. Lan. & Ches	6	81	27	170	1,223	34	633	32	583	—	—	—
Yorkshire ...	44	1,005	48	405	1,979	72	1,219	75	1,682	—	23	—
Scotland ...	14	27	13	106	2,650	10	296	48	2,539	—	—	—
Wales ...	25	179	17	89	555	56	1,201	34	803	—	—	—
TOTALS ...												

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